West Linton Primary School Nursery
Day Care of Children

Deanfoot Road
West Linton
EH46 7EX

Telephone: 01721 726 300

Type of inspection:
Unannounced

Completed on:
23 March 2023

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2003017385

About the service

West Linton Primary School Nursery provides a daycare of children service West Linton. The service is registered to provide a day care of children service to a maximum of 42 children not yet of an age to attend primary school at one time. Of those 42 no more than two are aged two to under three years.

The service is situated with West Linton Primary School. It has its own entrance and cloakroom area, large playroom and kitchen. Children's toilets and changing areas are accessed from the playroom. There is direct access into the enclosed garden area. The service is based in the rural town of West Linton, in the Scottish Border and is close to the local shop, park, and some other amenities.

About the inspection

This was an unannounced inspection which took place on 20 March 2023 between the hours of 9:15am and 15:45pm. 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:
- observed practice and daily life
- spoke with staff and management
- reviewed documents
- spoke with children using the service and received email feedback from nine families.

Key messages

- The genuinely nurturing and warm ethos which reflects the aims and values of the service contributes to children feeling happy, settled, secure and confident.

- The strong and effective leadership and commitment to continuous improvement contributed to the high quality of care children receive.

- The supportive and nurturing interactions from staff meant children could lead their own learning and were confident exploring the resources and play opportunities available.

- The staff were passionate, enthusiastic and committed and used this to ensure outcomes for children were positive.

- The varied opportunities for parental engagement enhance family learning and support genuine partnership working.

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

Children received care from staff who knew them well. Interactions were responsive, warm and nurturing. Staff were patient and spent time with children, building trusting relationships. Children were confident, happy and having fun in the setting.

Children were supported to be independent and responsible. Snacks were served in the playroom, where children had opportunities to participate in planning and preparation. Lunch was served in the school dining hall. Children were relaxed and enjoyed sociable interactions with staff during these times. During snack and mealtimes, children were supported to serve themselves and those who needed assistance received this sensitively, helping to build their confidence and resilience.

Personal plans contained relevant information about children's individual needs and preferences. Information was in place to help with transition from home to the service. Some documented strategies were in place and information was recorded for the children with additional needs. These strategies need further development and should include details on how each child is supported when in the setting. The room senior should now delegate roles and responsibilities to each staff member.

Children and families benefitted from a service that valued the importance of partnership working. For example, staff were skilled at recognising where a family would benefit from additional help and support. This was managed sensitively to ensure children received the support that was right for them in a timely manner.

Children were kept safe because medication policies were in place. Although no medication was stored on the premises, staff understood the procedure to follow. Accidents and incidents were recorded, staff should ensure all information is appropriately recorded. Staff were aware of the safeguarding procedures and understood the procedure to follow if they had a concern about a child.

Quality indicator 1.3 - Play and learning.

The service were focussed on promoting the children's right to play and to have fun. Staff worked hard to provide a variety of quality learning experiences by continuously promoting choice, children's interests, as well as tracking and reflecting on individual achievements. This was impacting positively on children's learning. Moving forward, staff should ensure the learning environment provides further challenge for children.

Children were provided with regular opportunities through structured and responsive activities. Their learning was aided by staff who showed a good understanding of child development and were using this to support children to progress. They had identified next steps for all children, and these were discussed regularly to ensure they were being met. Observations of children's learning and achievements were shared with parents regularly. Parents commented "We have had our child's learning booklet back home to look at before our parent consultation which was really nice.

It's lovely to be able to read about his progress particularly before we meet with his key worker" and "We feel the staff know our child very well. At the beginning of each year, we have completed an All About Me booklet sharing information about our child and this is included as part of their personal learning plan".

Children had opportunities to develop numeracy and literacy skills. Staff used numerical language when talking to children, encouraging them to count and use mathematical concepts, such as adding more or less. Literacy was embedded in daily life, with children's contributions on written notices, books and mark making materials were all readily available. Staff read stories to the children, this helped encourage an enjoyment of literature. QR codes are enabling the children to access stories and find out information independently. Staff used some effective questioning which provided opportunities for extending children's thinking and consolidated their learning through play experiences. Parents commented "The setting is calm and the opportunities for play are wonderful. The learning is led by the children, from designing and making a fairy garden to solving problems when playing outside. We can see so much progress in our child since attending the nursery" and "We were particularly impressed with the activities the staff prepared for science week. They were fun and age appropriate - something we can both very much appreciate as science educators".

Children had regular opportunities to participate in the community, including, visits to the shop, park and walks in the local environment. Parents spoke positively about children's opportunities within the school and wider community and some comments included: "We also love the strong connection between the nursery and the school in terms of being included in events such as world book day and the buddying system with older classes" and "I also really commend their transition work from ELC to P1. On the foundations built in ELC my child has gone on to thrive in P1 and I look forward to my other child enjoying the same benefits of this extensive transition and care".

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

Children benefitted from a service that was well maintained, warm, inviting and furnished to a high standard. Staff had developed the playroom to create attractive and stimulating areas which made it easy for children to choose where they wanted to play. Welcoming play spaces encouraged children's engagement in activities, providing them with variety and choice.

Outdoor spaces were secure and supported children's overall development. Staff valued the importance of outdoor play in all weathers and were able to tell us that some children prefer to play outdoors as this supports their social and emotional wellbeing. The service provided all weather suits and wellies, allowing children to access outdoors in all weathers and as a result, children's health and wellbeing were supported. Staff were improving the nursery garden and clear development plans were in place. Staff had begun to make these changes and were working hard to create an exciting outdoor area. We asked staff to monitor the cleanliness of the reading shed and ensure the resources are appealing to children. Parents commented "Great use of the outdoor space. Our child loves to use the mud kitchen and to imaginative play outside", "As far as I'm aware they aim for the children to play outdoors as much as possible and they have opportunities to get involved in activities together with is amazing" and "plenty of time for outdoor play, and regularly comes home with a variety of grass stains and mud - something we very much encourage".

Children benefitted from effective infection prevention and control measures as the service had arrangements for regular cleaning. Staff were confident in their practice to ensure children's health and wellbeing were met, because good hand hygiene took place at key times. Children's nappies and wipes were stored appropriately in lidded boxes. Moving forward, staff should ensure bathroom shelves are free of clutter.

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 service that was well led and committed to improving outcomes for children. There was a warm and welcoming ethos that valued children's rights and parents as partners in their child's development. The service worked closely with other professionals to ensure children received support to meet their individual needs.

The staff team worked together very effectively to evaluate and reflect on their practice. They had opportunities to talk about their work through team meetings, wellbeing catch up's and annual appraisals. The team felt confident to take forward current ideas, develop and implement improvement priorities. Staff engaged in regular self-evaluation and ongoing reflective discussions, detailed in floor books, and using best practice guidance to ensure that high quality learning was at the heart of improvements.

Quality assurance and ongoing monitoring of the provision were in place. As previously mentioned, the room senior should now delegate roles and responsibilities to each staff member. Once this is in place, monitoring of the setting should be further developed to allow oversight of aspects of the setting. This should include children's learning experiences, learning journals and personal plans. This would further support children's care, wellbeing and learning needs and promote positive outcomes for children.

Regular communication with families took place. Parents told us they received daily updates and staff made time to share their children's learning. This contributed to the positive relationship's families had built with staff. An on-line app was being used to further support communication with parents. Most parents were positive about this new system; however some did state that they would welcome more information being posted on a daily basis. All parents told us they were very happy with the nursery and couldn't think of any improvements. As a result, families felt valued and included in children's care and learning.

Parents comments included "Staff are welcoming on the door every morning and at the end of the day so this helps provide us with opportunities to pass on any information about our child on a day to day basis and receive feedback or updates on how the day has gone", "the introduction of the Showbie App has also been a great way to find out about the learning and experiences our child is having on a day to day basis" and "they have recently launched a new app for parents to keep up to date on things which is a great idea. It would be nice to see more videos and pictures of what the kids get up to on a daily basis, as at pick up it's not always possible to hear from the teachers if they've had a good day/what they've been up to, because they're obviously busy helping all the other children to get ready to go home too".

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

Children's play experiences and individual needs, were sensitively supported because staff were flexible, committed and worked well together. The setting was appropriately staffed, and they communicated and deployed themselves extremely well throughout the day.

The service had a dedicated staff team with a positive ethos of attendance, resulting in continuity of care and support for the children. Staff engaged well in the inspection process and demonstrated their skills, expertise and enthusiasm for their continued professional and academic development. They were attuned and responded appropriately to the children's needs, and promoted a happy, secure and supportive environment for children and their families.

A key strength of the setting was the joined up working between staff and the management team. Staff told us they felt very well supported, respected, valued and were provided with opportunities to reflect on their role and discuss plans for future learning.

Staff routinely engaged in a range of professional learning activities that built on and sustained their practice. Leadership roles were embedded with a very good skills mix within the staff team. We found that staff's range of learning and professional development had a positive impact on the quality of experiences for children, their progress and wider improvements in the setting.

Parents confirmed that staff were committed to caring and supporting their children. Comments included "they are a fantastic team, very welcoming and understanding. I'm glad we picked to send our child there. We can't fault them and the care they provide our child is excellent" and "the staff are a fantastic team who we feel really care and value the children they look after".

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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