Linlithgow Primary School Nursery
Day Care of Children

Preston Road
Linlithgow
EH49 6HB

Telephone: 01506 845 346

Type of inspection:
Unannounced

Completed on:
24 April 2024

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2003017498

About the service

Linlithgow Primary School Nursery is a day care of children service located in the town of Linlithgow. The service is registered to provide a care service to a maximum of 80 children aged from two years to not yet attending primary school. No more than 10 children are aged between two years to under three years.

The nursery consists of a large cloakroom, spacious playroom, toilet facilities and nursery garden. Children make use of green spaces and amenities within the local community.

About the inspection

This was an unannounced inspection which took place on 23 April 2024 between 09:00 and 17:00 and on 24 April 2024 between 09:00 and 16:45. 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:

- spoke with children using the service
- received questionnaire feedback from 15 families
- spoke with seven families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

• A positive ethos and a strong culture of continuous improvement had been embraced and resulted in high quality outcomes and experiences for children and families.

• Children were nurtured as they experienced caring, responsive, and compassionate interactions which supported their wellbeing.

• Children were empowered to be leaders of their own play and learning through an effective child centred and responsive planning approach.

• Staff were very skilled and knowledgeable, with effective use made of their differing skill mix to ensure children's experiences were consistently positive.

• Children experienced an enabling environment which promoted independence, choice and challenge in their play and learning.

• Children and families were at the heart of the service and their feedback was genuinely valued, respected and listened to.

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 and families were genuinely cared for and respected by staff which created a very warm, welcoming and positive ethos. Children were nurtured as they experienced caring, responsive, and compassionate interactions which supported their wellbeing. They were offered comfort, cuddles and reassurance which helped them to feel loved, safe and secure. Positive, trusting relationships had been built and as a result, children were happy, relaxed and having fun. Families commented very positively about the staff. Their comments included, "I feel my child is truly looked after, cared for & valued at nursery" and "The staff are absolutely incredible. Welcoming, caring and genuinely interested in the children's education and wellbeing".

Children's overall wellbeing was supported through effective use of personal planning. Families worked in partnership with staff to share information. As a result, staff had a very good knowledge of children's holistic needs, which enabled them to provide high quality care.

Staff had high aspirations for all children and were attuned to their needs. They worked proactively with other professionals which helped them to identify strategies of support tailored to children's individual needs. They used these strategies consistently and effectively. As a result, children were very well supported reach their full potential.

Children experienced calm, sociable and unhurried mealtimes with a relaxed, positive atmosphere. Children's views were respected as they were able to choose when to have their snack and lunch and give feedback on the food. They were involved in the planning and preparation of food and encouraged to be independent for example, self-serving. This helped them to develop confidence and life skills. Staff consistently sat with children throughout mealtimes which promoted positive relationships and learning, with rich discussions taking place. We suggested that staff ate with children to role model good eating habits.

Children's wellbeing was supported as staff were responsive and flexible to their sleep routines, individual needs and wishes. Staff recognised when children were tired and provided a comfortable, cosy space to rest and relax. When children woke from a sleep, they were sensitively supported by staff who knew them well. They were offered comfort and reassurance which helped them to feel safe and secure.

Quality Indicator 1.3 - Play and learning

Children experienced a very good balance of high quality planned and spontaneous play and learning experiences which were fun and interesting. Effective use of tracking children's development and progress supported staff to plan intentional learning experiences. Staff recognised the importance of placing children's needs and interests at the centre of planning. Families told us: "There always seems to be such a variety of fun and interesting play experiences. I really enjoy hearing how the staff lead by what the children would like to do". Children were empowered to be leaders of their own play and learning through an effective child centred and responsive planning approach. As a result, they were confident, happy children who were progressing well.

Children were very well supported to develop skills in language, literacy, numeracy and mathematics through skilful staff interactions and enriching play spaces. Children independently engaged in mark making and enjoyed singing, rhyming and reading stories with staff. Opportunities for numeracy and mathematics were naturally woven into children's play and learning experiences. For example, children explored mathematical concepts such as shape during snack when comparing different foods.

Staff were responsive to children's cues and gave them time and space to play independently. They recognised and responded appropriately to facilitate their play and learning through effective commentary and questioning. This provided children with support and challenge to extend their learning.

Children's opportunities for play and learning were enhanced through strong connections with their community. For example, they explored nearby woodland where they experienced risky play and regularly visited sheltered housing where they built positive relationships with the residents. This supported them to learn about the world around them.

Staff were very knowledgeable about children's individual development. High quality observations demonstrated children's progress and learning across a variety of play experiences. Almost all families felt well informed and involved in their child's progress. Their comments included: "They take the time to get to know our children and ensure they develop strong positive relationships with them as well as helping them meet their learning targets" and "They communicate with me regularly about how my child is developing in nursery". Children's next steps were personal to their individual development and shared with families. However, it was unclear how their next steps were followed up to demonstrate when they had been achieved. Staff were responsive to our suggestions and were in the early stages of exploring ways to improve this.

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 experienced a spacious and bright environment which was furnished to a high standard and well organised. Children and families were warmly welcomed into a homely, inviting and well-presented setting. This gave a strong message that they mattered.

Children experienced an enabling environment, both indoors and outdoors, which promoted independence, choice and challenge in their play and learning. Children and families were very positive about the environment. One child said, "It's so big and fun, there is so much to do!". The play spaces were sensitively structured to take account of children's stages of development and learning. Play spaces throughout the nursery were well resourced with exciting and interesting materials and provocations which reflected children's current interests. This promoted children's curiosity, creativity and imagination and as a result, they were highly engaged in their play and learning.

The setting and equipment was safe, secure, and well maintained. There were well functioning arrangements in place for the monitoring, maintenance and repair of the setting. Staff worked with children to identify and minimise risks. For example, children were involved in risk assessing the garden and took SIMOA the elephant on outings to help remind them how to stay safe. As a result, children were becoming confident in recognising and assessing risk.

Children experienced a very clean, well-ventilated setting which helped to keep them safe and healthy. They were well supported to wash their hands at key times throughout the day which minimised the risk of potential spread of infection.

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

A positive ethos and a strong culture of continuous improvement had been embraced and resulted in high quality outcomes and experiences for children and families.

Strong leadership supported staff to have high aspirations and confidence in their capacity to support children and families to reach their full potential. The leadership team promoted a shared vision for the setting. As a result, the vision, values and aims were embedded in practice with value placed on kindness, nurture, and the importance of play.

Children and families were at the heart of the service and their feedback was valued, respected, and listened to. They were meaningfully and actively involved in influencing change and improvements. The staff and leadership team provided a range of opportunities for children and families to have their voices heard and were responsive to their suggestions.

Quality assurance processes were in place to support improvement. A varied range of monitoring and auditing took place. For example, audits of the environment ensured children consistently experienced high quality spaces and experiences. A medication audit was in place, and identified actions to be taken, however these were not yet fully addressed.

High quality learning through play was at the heart of improvement planning. Self-evaluation informed a robust and realistic improvement plan where clear, outcome focused targets, tailored to children needs were identified. The key priorities identified were evident throughout different aspects of practice such as the planning of play and learning experiences. As a result, children experienced continuous improvement in the quality of care, play and learning.

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 and families were warmly greeted on arrival at nursery which supported positive transitions and communication. Children were consistently supported throughout the day by the right number of staff to meet their needs. This included effective planning of staff breaks to ensure that children were supported by familiar staff. As a result, children experienced high quality care, play and learning.

Staff were very skilled and knowledgeable, with effective use made of their differing skill mix to ensure children's experiences were consistently positive. They were very responsive to where children played and moved around flexibly to provide high quality support, interaction, and engagement in play. Effective communication and teamwork between staff meant children were well supervised and supported.

Staff were respectful and supportive of each other. This created a nurturing environment for children where they were genuinely cared for and loved. Families were very positive about the staff. Their comments included: "We can tell they take care of our kid with great love and responsibility" and "The staff all know my child really well". The staff team were stable and consistent, which ensured families knew which staff were supporting their children. Effective arrangements were in place in the event of absence which promoted continuity and consistency of care.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

The provider must ensure that there are suitable nappy changing facilities in place for children for the personal care of children.

This is in order to comply with Social Work Improvement Scotland (Requirements as to Care Services) (Scotland) Regulations 2011 (Scottish Statutory Instrument 2011/210) regulation (1) (a) - Welfare of service users.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that the provider must provide 'premises have been adapted, equipped and furnished to meet my needs and wishes' (HSCS 5 15)

Timescale for implementation - end of August 2018.

This requirement was made on 27 April 2018.

Action taken on previous requirement
Nappy changing facilities were clean, well maintained and followed current best practice guidance.

This requirement has been met.

Met - within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The provider should improve how children in P1 - 3 wraparound care are consulted and encouraged to make choices in what they want to do when attending the service.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: "I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors". (HSCS 1.25).

This area for improvement was made on 27 April 2018.

Action taken since then

This area for improvement was not assessed as the service is no longer registered to provide care for school aged 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?	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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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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