Abernethy Primary Nursery Class
Day Care of Children

Abernethy Primary School
78 Main Street
Abernethy
Perth
PH2 9LA

Telephone: 01738 472 676

Type of inspection:
Unannounced

Completed on:
6 March 2024

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003038035

About the service

Abernethy Primary School Nursery is registered to provide a day care of children service to a maximum of 34 children aged three years to those not yet attending primary school. The service is provided by Perth and Kinross Council.

The service operates from Abernethy Primary School. Children are cared for in a large playroom with access to outdoors and toileting facilities. The nursery is close to local amenities within the small village.

About the inspection

This was an unannounced inspection which took place on 5 March 2024 between 08:45 and 16:00 and 6 March between 08:45 and 11:00. 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, 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 feedback from eight families via an online questionnaire
- spoke with staff and management
- observed practice
- reviewed documents
- spoke with visiting professional.

Key messages

- Children were happy, settled and enjoyed their time at nursery. They experienced warm, caring and nurturing approaches to their personal care and learning needs.
- Children benefitted from their families being warmly welcomed back into the service.
- Planned improvements were realistic, with a focus on promoting positive outcomes for children.
- Children received compassionate care, from a staff team who were motivated and committed to providing a happy and supportive environment for children

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?	4 - 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 quality key question as very good.

1.1 Nurturing care and support

Children attending the service were happy, settled and having fun. They experienced warm, nurturing care to support their well-being. Staff were kind and respectful towards children, taking time to listen and respond. Staff knew children well and interacted positively with them to support their needs. This contributed positively to children's self-esteem and sense of well-being, as a result they were confident in approaching staff for help or reassurance. Parents highlighted this is a strength, they told us, 'The staff know my child well and have been encouraging to build [child] confidence and settle to nursery routines and build more relationships', and 'My kids absolutely love Abernethy nursery/primary. The teachers and all staff have taken the time to get to know them, their likes and dislikes, how to help them when their upset etc'.

Children experienced unhurried mealtimes with a relaxed, positive atmosphere. Their independence was encouraged through opportunities such as preparing snack and self-serving during mealtimes. This helped to build their confidence and life skills. Staff recognised the opportunity to build on relationships and joined children at lunch time which promoted meaningful conversations. This contributed to the sociable experience for children and allowed an opportunity for emerging language skills to be developed.

Children's wellbeing was effectively supported through personal planning which had been reviewed with families. Staff knew children well and were aware of their individual needs and strategies in place to provide effective support. They used this information in practice, to ensure children received care that was tailored to their needs. Staff spoke knowledgably about the children, describing their individual characteristics and any sensitivities they may have. This contributed positively to children's self-esteem and sense of wellbeing. As a result, children were confident in approaching staff for help or reassurance.

Children's personal care needs were met with dignity and respect. Warm interactions during nappy changing created a relaxed experience where positive attachments were formed. Children were encouraged to be independent which helped to increase their confidence and responsibility throughout daily experiences. We reviewed the procedures for storing administering medication and found that these were carried out appropriately, helping to ensure that children's needs were met in a safe manner.

Children and families were valued and respected. Parents were welcomed into the service to drop off and collect their children. This contributed to creating positive attachments between children and staff, and enabled opportunity for information to be shared between nursery and home.

1.3 Play and learning

The children were happy and engaged in their play and actively led their play and learning throughout the day. They moved freely between the indoor and outdoor environments to explore and develop their imaginations.

A balance of spontaneous and planned quality experiences promoted children's choice and independence. For the majority of the time, children benefitted from uninterrupted play, allowing them to become absorbed in their play and have fun. This increased children's happiness and engagement.

Children's literacy skills were very well supported. They independently engaged in mark making and enjoyed reading stories with staff. Children's vocabulary and communication skills were being promoted and they were gaining confidence and making progress. Staff supported children to communicate in a way that was right for them and at their own pace. They had the opportunity to develop their numeracy skills and mathematical language while taking part in everyday activities such as preparing snack or investigating outdoors.

Planning approaches were child led and followed children's interests and needs. Children were offered rich, stimulating and interesting experiences which promoted curiosity, imagination, problem solving and collaborative play. Staff were adding further value to children's play and learning through their carefully considered interactions. Staff were skilful in their interactions and naturally engaged effectively with children, showed interest and supported their interests and curiosities which extended their learning. Questioning by staff encouraged children to think independently and to reflect, as a result children were respected, valued and achieving.

Children's ongoing learning and developmental progression was supported by sharing observations and next steps with parents via a digital platform. Observations detailed significant learning and next steps were relevant to individual children. As a result, children were effectively supported to learn and progress.

Intergenerational events with the local church provided children with opportunities to enhance play and learning through strong connections to the wider community.

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 2.2 Children experience high quality facilities

The premises offered a calm, warm and welcoming environment. It was clean, tidy and a well-maintained space that had plenty of natural light for children to play and learn. Homely touches, such as a fireplace in the home corner and framed family photos created a space that supported children's emotional wellbeing.

Children experienced indoor and outdoor environments which were developmentally appropriate spaces. They independently accessed some interesting and exciting toys and resources which enabled them to lead their own play and learning. However, a few areas of the setting, such as the role play area, could be enhanced with more real life resources to extend children's play and block play experiences could be further extended.

Staff recognised the benefits of outdoor play and provided children with daily opportunities to access the outdoor nursery area. Outdoors, children had access to a range of loose parts, including tyres, crates and large loose parts. These open-ended materials provided children with opportunities to be creative and solve problems.

To support the service to keep children safe, we highlighted a small number of areas that would benefit from being improved. For example, the security of the fence. The head teacher was responsive to our suggestions and had begun to take action to address these during the inspection.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths taken together clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

Children benefitted from a culture of continuous improvement. The head teacher was motivated in their approach to ensuring the service was meeting the needs of children, families and the community. There was a strong shared vision, aims and objectives that positively informed practice to support good quality outcomes for children and families.

The leadership team had a clear focus on improving outcomes for children and their families. Overall, good quality assurance processes allowed focussed and meaningful opportunities for the leadership team to review and monitor various aspects of the service. The improvement plan had identified priorities for development with clear actions on how these would be achieved, improvements were relevant and supported improving outcomes for children and their families. However, more robust quality assurance processes should be developed to ensure children consistently receive high quality play and learning.

Self-evaluation processes were evolving, supporting staff to reflect well together. They made good use of best practice documents, supporting the overall evaluation of key performance indicators.

The leadership team were responsive to suggestions we made during the inspection. We found they were well placed to achieve their ongoing improvement priorities to ensure children and families continue to experience quality care, play and learning.

How good is our staff team? 4 - Good

We made an evaluation of good for this key question, as several important strengths taken together clearly outweighed areas for improvement.

4.3 Staff deployment

Arrangements were in place to promote continuity of care across the day. Children received consistent, stable and compassionate care, from a staff team who were motivated and committed to providing a happy and supportive environment for children. This was highlighted as a key strength by a parent who told us, 'The staff in the nursery are excellent and genuinely care about the children'.

Staff were respectful and supportive of each other. They were warm, caring and sensitive in their approach. This promoted a happy and secure environment where children were encouraged to lead their own play and learning. They were responsive and respectful of children during interactions and play, which supported children to feel safe.

Positive working relationships had been formed between staff which meant they were all meaningfully contributing to the inclusive and positive ethos of trust and respect. The staff team worked collaboratively

and supported each other very well. Regular meetings and support from management engaged staff well in the process of reflecting on practice. This meant that staff felt valued and empowered to grow professionally and provided children with a happy secure and supportive environment.

Overall, the deployment and levels of staff within the nursery was effective. For the majority of nursery session, a good staff to child ratio allowed staff to be responsive to individual needs. However, during busier times of the day there were occasions when the staffing arrangements did not meet children's needs consistently. On occasions staff did not position themselves effectively to ensure children were fully support during their play.

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?	4 - Good
4.3 Staff deployment	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.