Quarry View Nursery
Day Care of Children

9 Lothian Crescent
Whitfield
Dundee
DD4 0SQ

Telephone: 01382 438 646

Type of inspection:
Unannounced

Completed on:
8 December 2023

Service provided by:
Dundee City Council

Service provider number:
SP2003004034

Service no:
CS2003042570

About the service

Quarry View Nursery is a day care of children service, registered to provide care to a maximum of 134 children from the age of 2 until they are of an age to attend Primary School. No more than 30 children may be aged 2 years.

The nursery operates from North East Campus in the urban area of Whitfield, Dundee. The children are accommodated within two playrooms designated for different age groups. The large open plan space for three to five year olds includes, a separate room known as 'The Snug' for comfort and enclosure. There are three office spaces, a family room and a separate staff room. The children have free flow access to fully enclosed outdoor areas that are accessible from each playroom. The nursery has a secure door entry system in place.

About the inspection

This was an unannounced inspection which took place on 5, 7 and 8 December 2023 between 08:45 and 16:45. Three inspectors carried out the inspection.

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.

In making our evaluations of the service we:

- spoke with children and 24 parents using the service

- spoke with staff and management

- observed practice and children's experiences

- reviewed documents.

Key messages

Children benefitted from a respectful, caring setting where staff interactions were kind and supportive. All staff welcomed children and families warmly into the service, promoting an inclusive ethos.

The pace and flow of the day was attuned to children's needs and wishes, supporting them to feel settled and engage well in their play and learning.

Staff successfully created highly engaging opportunities for children. Language, literacy and numeracy was fully embedded throughout and well facilitated by staff.

Children benefitted from a setting that was furnished and decorated to a very high standard. Within the playrooms lighting and various fabrics were used to soften spaces, providing a real sense of warmth and comfort.

The manager effectively raised standards by empowering and motivating staff. Staff were encouraged to read up to date research and best practice, to reflect on their practice and enhance children's outcomes.

Staff at all levels of experience were observed engaging well with children, ensuring they were down at their level listening to them and valuing their views and opinions. Staff were keen to support one another and communicated effectively to ensure children were well cared for.

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 benefitted from a respectful, caring setting where staff interactions were kind and supportive. All staff welcomed children and families warmly into the service, promoting an inclusive ethos. Parents commented that it was clear that staff were, "invested and cared for each child."

The pace and flow of the day was attuned to children's needs and wishes, supporting them to feel settled and engage well. Staff used effective personal planning to capture in depth information in relation to children's care and support needs. This enabled them to be responsive and compassionate to children as a result, which impacted positively on their wellbeing.

Staff worked well with other agencies, such as 'Speech and Language Therapists' (SLT) and 'Accessible Inclusion Support' (AIS) to ensure children got the support they need to reach their full potential. Information was shared effectively between children, families and staff, to ensure everyone had a very good understanding of the children's individual needs. This enabled children to thrive.

The views, knowledge and expertise of families were fully recognised and valued. Staff had very good relationships with families, enabling positive partnerships to identify achievements and strategies based on individual needs. Events were held to include families, such as trips to a local Café, community walks and arts and craft fayres. Parents told us they enjoyed these events, finding them a great success and would value more organised activities. As a result, everyone was included and respected.

Snack and mealtimes had been fully considered to ensure children received high quality experiences. Staff had reflected as a team and adapted the environment to promote further independence and nurture for children. Lampshades hung from the ceiling to create a homely feel, while staff sat with children to keep them safe and encourage the development of their social skills. All children experienced a good level of independence as they were encouraged to serve their own snack and pour their own drinks. This valued children and provided them with a caring and positive social experience.

Quality Indicator: 1.3 Play and learning

All children were fully engaged and having fun in their play and learning. Areas in the nursery, including 'The Snug', creative area and outdoor space, were well thought out and set up with clear intentions and provocations for children to investigate and explore. As a result, children received high quality experiences.

Staff successfully created highly engaging opportunities for children. Language, literacy and numeracy was fully embedded throughout and well facilitated by staff. For example, they used group times and circle games well to promote language and numeracy skills through repetition and song. Snack time included positional language and quantities to provide an immersive learning experience for children, which helped develop their mathematical skills. As a result, children were able to learn in fun interesting ways.

Children's progress and achievements were recorded in learning journals, a tracking system and personal plans. One parent shared that, "The staff go above and beyond with updates on seesaw involving everyone, including families and children, to take part." Children were proud of their learning journals, as some chose to sit with inspectors and shared their memories of activities and experiences. The management team had used self-evaluation, moderation and peer reviews to identify how they could enhance their planning approaches, to ensure it reflected the needs of children attending the service.

Children were empowered to lead their own play and learning. Staff were mindful to provide choice and respected children's decisions throughout the setting. Boards had been custom made to allow children to negotiate turn taking in more popular areas, such as the IT area. They selected their photograph and added it to the corresponding board. This let their friends and staff know they wished to take part. This promoted fairness while developing children's social skills.

Children's experiences were enhanced by staff's skilled interactions. Staff were confident when to intervene and when to allow children the time to problem solve on their own. Effective questioning was used to extend children's interests and learning, for example, starting questions with, "I wonder ... ". Some groups of children would wear stickers to encourage staff to ask them questions about what they were learning, for example, "Ask me about the word of the week, frozen". This encouraged children to explore and investigate deeper due to high quality interactions from staff.

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 setting that was furnished and decorated to a very high standard. An inviting foyer included, a slideshow of children's experiences, a visual improvement plan for everyone to follow and a family floorbook, to keep everyone up to date with children's play and learning. Soft seating encouraged family members to feel welcomed and included in the service.

Within the playrooms, lighting and various fabrics were added to soften spaces which provided a real sense of warmth and comfort. Staff had recognised that the open planned space in the three to five year old's playroom could sometimes impact on children's wellbeing and quality of play and learning. As a result, a snug space had been adapted to create a nurturing enclosed area where children could read, play with puppets or relax. One parent shared, "My child loves being at nursery and has made use of the snug area when she's been in need of a rest." Another told us, "They have made my child feel so safe and made it such a friendly environment." This impacted positively on children's sense of security and belonging.

Spaces throughout the nursery had children's care, play and learning needs at the heart of the design. Areas, such as the walk way, creative space and tinker table, promoted skills in understanding, thinking, investigation and problem solving. Staff skilfully used the outdoors as an extension of the learning environment. Children benefitted from free flow access to enable them to lead through their own interests. As a result, the setting's indoor and outdoor environments provided developmentally appropriate spaces.

Children were supported to be healthy through effective infection prevention and control procedures. Handwashing took place by children and staff at appropriate times. This helped to minimise the risk of spread of infection.

All parents strongly agreed that their children were safe whilst in this setting. We found the environment and equipment to be safe, secure and well-maintained. Staff encouraged children to share their thoughts and opinions when completing risk assessments. This enabled staff to have a deeper understanding to the safety of the environment from the child's perspective.

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

The vision, values and aims of the setting reflected the service provided. A culture of continuous improvement was embraced by staff, which enabled children to have consistently positive experiences. This resulted in a very happy, safe and supportive environment for children and their families.

The manager and staff clearly valued the views and opinions of the children and families' using the service. The majority of parents and carers felt that they and their child were involved in a meaningful way to help develop the setting and that their ideas and suggestions were used to influence change. One parent told us, "Management team always go above and beyond and have time for families." It was evident that the service actively listened and acted upon everyone's views. For example, children could vote for stories, songs and snacks and the results were posted online to engage everyone and celebrate children's choice.

Quality assurance, including self-evaluation and an improvement plan, were in place and led to continuous improvement. The management team and staff all had high aspirations in supporting children and families to reach their full potential. Parents and carers told us they felt confident in the management teams skills and abilities to provide their child with high quality experiences. One parent commented that, "The head teacher is a face I see daily which is comforting. She is a very nice compassionate lady."

The manager effectively raised standards by empowering and motivating staff. Staff were encouraged to read up to date research and best practice, to reflect on their practice and enhance children's outcomes. For example, quality environment and consistencies within floorbooks had been a focus for development. Training was arranged for all staff to agree a consistent approach. This enabled everyone to work together with a shared vision.

Staff were appointed lead roles, known as 'Curriculum Champions', to drive improvement in areas, such as Information and Communication Technologies, Literacy and Word Aware. Updates were regularly shared with parents, this ensured everyone felt included in the developments.

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

Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions that they were committed and enthusiastic professionals. A staff member told us that there was, "strong teamwork in the setting, where staff were willing to support each other and share good practice. Children were at the heart of all learning and staff are nurturing and patient." We found evidence of this throughout the nursery. As a result, children received high quality care, play and learning experiences.

The knowledge and skills of staff across the whole day had a positive impact on children. They used their initiative to ensure children were safe and well supported. Staff at all levels of experience were observed engaging well with children, ensuring they were down at their level, listening to them and valuing their views and opinions. Staff were keen to support one another and communicated effectively to ensure children were well cared for.

Levels of staff were effective in providing high quality care and support. One parent commented, "Staff work really hard to make sure children are happy and settled cannot fault them." The deployment of the staff team enabled them to be fully engaged and present in children's care, play and learning. We observed staff maintaining very good supervision through effective communication. This enabled staff to follow children's needs and interests without comprising on other's experiences.

Families benefitted from an open-door policy, where they were welcomed into the service to see the environment and get to know staff. Any changes to staffing, such as children's keyworkers were well considered. The management team ensured there was appropriate time to provide a detailed handover of information. This ensured children and families experienced consistency and allowed positive attachments to be formed.

Parents knew staff within the team and were able to share the positive impact staff had had on their children's experience and outcomes. A parent told us, "Quarry view nursery is a brilliant, well-led nursery that has plenty of opportunities for the kids to learn and grow. Staff are kind and empathetic and always make themselves available if the parents have any concerns or need guidance. I feel very lucky my child is able to go there."

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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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