Carronshore Primary School Nursery
Day Care of Children

Kincardine Road
Carronshore
Falkirk
FK2 8AE

Telephone: 01324 503 480

Type of inspection:
Unannounced

Completed on:
2 November 2022

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003043639

About the service

Carronshore nursery is in the grounds of Carronshore primary school, Falkirk. The nursery is registered to provide a care service to 56 children from the age of 3 years to those not yet attending primary school.

Children have access to a large playroom, secure garden, toilet facilities and green spaces around the building. The nursery is close to amenities, local attractions, woodland areas and can be reached by transport links.

About the inspection

This was an unannounced inspection which took place on 2 November 2022 between 9:00 and 16:45. 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:
- spoke with 50 children using the service and 3 of their families.
- spoke with 11 staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children experienced kind, compassionate care, and support from a committed staff team.
- Staff had developed very good relationships with families.
- Parents were very positive about the service.
- Planning approaches were child centred and responsive to children's interests.
- Children were happy, confident, and motivated to play and learn.
- Children benefitted from an environment that was maintained to a high standard.
- Children experienced high quality learning and fun experiences.

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 evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 1.1-Nurturing care and support

Children experienced nurturing care and support from a staff team who respected each child as an individual. Staff were kind, loving, and responsive in their approach which met children's individual needs. Staff cuddled and comforted children to support settling and were quick to respond if a child became upset. Children were able to tell us who would help them if they needed support. As a result, children were settled, happy and experienced positive attachments to staff. One parent said, "Staff are wonderful, my child loves coming to nursery".

Mealtimes were relaxed, unhurried and promoted children to take ownership of the routine. Children had opportunities across the day to make snack, select foods from a family style set up, and learn how to use kitchen equipment safely. Staff carefully assessed the environment to ensure children could access kitchen resources in a safe way as they valued the rich learning opportunities of a high-quality mealtime experience. We could see these routines were well established and promoted children to be independent and develop important life skills. One child told us "It's important to follow the safety rules when using the toaster".

Personal plans were in place for children and were updated regularly with parents. Information recorded in personal plans supported children's needs were met as it ensured staff knew individual children's likes, dislikes, and interests. This meant that staff were able to plan and support next steps in learning and work closely with other agencies if required.

Children and families benefitted from a service that valued the importance of partnership working to support children. This included referring to specialist services. Interventions and support strategies were reviewed regularly in line with the wellbeing indicators. This meant that everyone who worked with children was included in supporting positive outcomes. Parents told us they felt included in their children's learning. During our visit we observed staff using Makaton sign language to support communication. As a result, children experienced consistent care and support that was right for them.

Face-to-face meetings and online journals gave parents the opportunity to be involved in children's experiences. Parents told us they had regular opportunities to discuss their children's individual needs and keyworkers updated them every day on what children had been doing.

Children's health routines were supported in line with parent's preferences. Staff supported children in a sensitive way to ensure they received medication as instructed. The service had a system in place to manage, record and monitor medication.

Quality indicator 1.3-Play and learning

Children experienced inviting and creative play spaces indoors and outdoors that promoted high quality learning, engagement, and curiosity through effective planning approaches. Play spaces were well resourced and promoted learning through real life experiences. For example, children had opportunities to use real materials and objects to inspire their imagination and role play. This meant that they were leading their play. Children told us they liked to dress up, play outdoors, bake, and play in the art studio. Staff were highly skilled at observing and extending children's play, promoting rich and meaningful experiences across the provision. This showed children that they matter.

Staff had created inspiring play spaces after working with other settings to stimulate and support their own improvement journey. They created a studio that promoted creativity, a sewing area, and an artist workspace (atelier). These areas promoted learning through real life experiences. The atelier was an inspiring place where children created their ideas using light and natural materials. One child showed us how they had made a castle and an ice cream cone by placing a selection of shapes together. Children said this was their "favourite place to play". One parent commented "there are lots of opportunities for children to be creative". As a result, children were happy and having fun as they learned.

Staff supported children's interests through skilled interactions. They recognised and praised children's achievements and celebrated these in planning, learning journals and scrapbooks. Each child had a space where they could display their creations, ideas, and thoughts. This approach to celebrating the child as an individual enhanced the ethos that children were valued. This meant that children could re-visit their learning and share their experience with friends and family. Parents told us they liked how children are encouraged to try new things and develop skills.

How good is our setting? 5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 2.2 -Children experience high quality facilities

The service had recently moved into purpose build premises on the grounds of the school. This promoted a sense of being included as part of the school community. Staff had worked hard to create an environment that put children at the centre. The setting was clean, bright, well ventilated, and welcoming. Furniture and resources were of a high standard and organised creatively to support children to access areas independently or with friends. Play spaces took account of children's stages of development and learning. Homely touches, natural resources and child led displays helped children to feel valued and included.

All environments reflected children's interests and contained an extensive variety of high-quality provisions that supported learning through play. For example, a child had an interest in sunflowers. Staff facilitated this by providing real materials that promoted curiosity and supported the child to express their thoughts and ideas . The child painted a picture of the sunflowers. This was displayed in the studio and inspired others to learn about sunflowers. As a result, all children had fun and made progress at a pace that was right for them.

Children benefitted from a service that was safe and secure. This included a video entry system, secure internal doors, and CCTV of the grounds. Boundary fencing ensured the outdoor play space was safe and secure.

Staff had been creative in their approaches to outdoor play. They valued the importance of children experiencing outdoor play regardless of the weather. For example, wet weather clothing was available, this allowed children the opportunity to be outdoors as they chose. Staff had also considered and planned for children having the same opportunities to experience a breadth of learning as they would indoors. This included large block play, a water wheel , loose part play, with spaces to be creative and shelter.

We were confident staff were clear about their roles and responsibilities in maintaining a high standard of safety and infection prevention and control practices. Risk assessments were in place and the service was updating these with staff to reflect the new premises. As a result, children benefitted from a safe environment that promoted their health and wellbeing.

How good is our leadership? 5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 3.1 -Quality assurance and improvements are led well

There was a positive ethos within the service. To reflect the goals of children, parents, and staff the service had clear aims, visions, and values. This promoted a shared vision of working together.

Regular communication with families took place through a variety of methods. For example, email, telephone, online platforms, face to face discussions and regular parents' meetings. Parents told us they received regular communication and staff always made time to share what children had been learning. This contributed to the positive relationship's families had built with staff. Parents told us they were extremely happy with the nursery. As a result, families felt valued and included in children's learning.

Children, parents, and staff were consulted to influence improvements within the service. This was done through informal discussions, online questionnaires, and nursery events. The service used this feedback to develop experiences for children. For example, parents had recently been asked what festivals and celebrations they would like to be included in the wider experiences for children. As a result, parents felt involved as their views were listened to.

Quality assurance and ongoing monitoring of the provision was regularly carried out. The service used best practice guidance such as 'A quality framework for day care of children, childminding and school aged childcare ' and 'How good is our early learning and childcare' to support them in this area. We could see self-evaluation was embedded and having a positive impact on children's learning and experiences. For example, regular audits and careful observations of the resources and environment ensured children experienced a high-quality service that reflected their wishes and interests. As a result, all children made progress across the curriculum.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 4.3 -Staff deployment

Staff were respectful and supportive of each other, children, and families. This created a positive environment where children were at the centre of the service.

The deployment of staff within the service was well managed and effective to meet children's needs. This ensured children's interests were supported as they accessed the provision to deepen their learning. Staff worked well together and were supported by the wider management team. Staff told us they enjoyed working as part of the team at Carronshore nursery as the passion and commitment to improve outcomes for children inspires them to be the best practitioner they can be.

Staff skills, knowledge and interests complimented one another and resulted in high quality experiences for children. For example, one staff member had introduced the fire pit experience to the outdoor area. Staff were able to learn from each other and as a result, children experienced weekly opportunities to cook outdoors.

One member of staff had the opportunity to share their knowledge and experience with other settings on how the sewing area had impacted positively on outcomes for children. They spoke with enthusiasm which had positively influenced the team. For example, all staff now supported children in the real-life experience of using needles, threads, and a sewing machine. Staff told us, as children mastered the technique of sewing and weaving their interests were further enhanced and they were able to make items of clothing . As a result, children developed an understanding of how clothes were made as they were able to be involved in the whole process.

Staff told us they felt valued and supported by the whole team. This created a culture of respect and a shared vision for the service. We found that the management team were involved in the daily life of the nursery and ensured all staff were included. This had created a culture of inclusion and ensured children accessed a service that was led well.

The team were committed to continuous professional learning that included attending training from the local authority on recording quality observations, child protection and safeguarding. We were confident staff understood and could respond to concerns to ensure children were safe. This meant that children experienced care from a team that were dedicated to ensuring positive outcomes for all.

Regular team meetings provided opportunities for staff to come together and reflect on policies, guidance, and plan for learning. For example, staff had reviewed the choking guidance, created an action plan, and discussed how to implement this. As a result, children received the care and support that was right for them.

Children benefitted from a very good service that valued their rights to play and have fun through quality interactions, positive relationships, and a high-quality provision. As a result, children, parents and staff were very happy at Carronshore Nursery.

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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