Deanburn Primary School, Early Learning and Childcare Class
Day Care of Children

Hazeldean Avenue
Bo'ness
EH51 0NS

Telephone: 01506 778 320

Type of inspection:
Unannounced

Completed on:
21 September 2022

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003043640

About the service

Deanburn Primary School Nursery is part of Falkirk Council's provision for pre-school education. The nursery has the following conditions of registration:

1. The age range of the children will be from three years to those not yet attending primary school.

2. To provide a care service to a maximum of 72 children aged three years to those not yet attending primary school.

Any other conditions unique to the service:

3. The service will comply with the following Adult : Child ratios:

Aged three3 and over - 1 Adult : 8 Children.
Where children aged three and over attend a session which is less that a continuous period of four hours in any day, the adult: child ratio is 1:10, providing individual children do not attend more than one session per day. morning and afternoon places for up to 45 children per session aged from three years to those not yet attending school. The service operates Monday to Friday during school term time.

The service is currently being provided from one room within the school - The Glade. The accommodation is open plan and one level. Children have direct access to fully enclosed outdoor area.

The service is in a residential area close to local amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 20 September 2022 between 08:45 and 16:00. We gave feedback to the service on Wednesday 21 September between 11:00 and 12:00.

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, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with eight children using the service and three of their parents/carers
- spoke with eight staff and management
- observed practice and how children's routines are supported
- reviewed documents

Key messages

- Children experienced being cared for in an inclusive and supportive way as a culture of respect was embedded in practice.
- Children could lead their play and participate in a range of stimulating activities.
- Quality assurance had been well used to identify what the service does well and areas for improvement.
- The staff team work well together and provide quality care for children.
- The management team support staff well through changes.

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?	4 - 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 major strengths impacted on positive outcomes for children.

Quality Indicator 1.1: Nurturing care and support

The positive ethos within the service meant that a culture of respect and inclusiveness was embedded. Children experienced positive interactions from all staff and we saw they had developed nice friendships with each other. Children felt valued and were confident about contributing their ideas and views within the service.

Effective communication with families meant partnership working with parents and other agencies was well established. As a result, staff talked knowledgably about the needs of children and how they were supported and met. Regular sharing of information kept everyone up to date. One parent said "Staff share appropriate information with me at the end of each day - this is really important to us."

Children's personal plans had been developed and contained information that was used effectively to support them. As the needs of children were shared within the staff team, they experienced a consistent approach to their care. An overall record of children's progress and learning was in place as all staff completed observations. We suggested the systems could be further developed by cross-referencing documents so all information is linked. When plans are reviewed, this will help identify progress made and ensure strategies used are effective.

Meal and snack times were mostly a positive experience for children. We observed that some children were familiar with the routines and independently served themselves. They enjoyed the social time chatting with friends. Where needed, children were patiently supported to learn the lunch time routine. which enabled them to develop life skills. Staff did not always sit with children which meant they were not fully supported to learn good eating habits. The experience could be improved for children if staff sat comfortably beside them. This will help promote good role modelling, provide learning experiences and enable the social aspect of meal times.

Quality Indicator 1.3: Play and learning

Children benefitted from a range of purposeful play opportunities which had been planned in response to their interests. This meant that they were busy and fully engaged in a wide variety of learning experiences, both indoors and outdoors. Children told us that they liked playing outside. We witnessed them lead their play in the garden as they had fun experimenting with water play and using the hose. We observed children being encouraged and supported by a skilled staff team to develop independence and self-help skills when changing in to and taking off outdoor clothing and wellies. Their successful attempts were praised, leading to children feeling a sense of achievement.

Play spaces were organised and well maintained with age appropriate resources which encouraged children's creativity and imaginative play. Staff sat with children at the art area as they were cutting, using Sellotape and making patterns. Children used resources independently, for example, when they were using Sellotape the staff member explained "you pull it." Staff were skilled at engaging children to talk about their play. They were therefore confident about sharing their ideas as they were listened to.

Staff demonstrated a good understanding of child development and the importance of children's emotional wellbeing. Children's progress was enabled as they were appropriately supported and challenged. Staff used effective questioning to extend learning, for example during counting activities we witnessed children being encouraged to think "what comes next?" Planning for children's learning is well supported by significant observations. Children's successes were celebrated as they were shared between the staff team and families. Staff should continue to further develop how they record children's progress and identify their next steps in learning within journals.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where where major strengths impacted on positive outcomes for children.

Quality indicator 2.2 - Children experience high quality facilities.

A safe, welcoming and well organised environment which supported children's learning and development had been created. They had access to spacious areas that offered a variety of play opportunities. Children benefited from physical games, arts and craft, toys that supported imaginative play and free flow to the outdoors. Cosy areas were available which ensured they could also have quiet time to rest if they wanted to. As a result, we saw that children had positive experiences as they influenced the pace of their day as staff listened to them and supported their choices.

We were satisfied that the environment was well ventilated, hand washing promoted and regular cleaning took place. All of which were effective at minimising the spread of infection. This could be further developed if a hand washing station was situated outdoors for children to use.

Staff were safety conscious and ensured children were well supervised throughout the day. They helped children to be aware of and assess risk as they talked to them about safety. As a result, children were beginning to think about risk in their play so they could be safe in what they were doing.

Staff were keen to develop the use of the wider community to enhance children's experiences. We talked about how they could be more responsive to children's requests to go outside the nursery so it is more meaningful to them.

How good is our leadership? 4 - Good

We evaluated this key question as good as where where several strengths impacted on positive outcomes for children.

Quality Indicator 3.1: Quality assurance and improvement are led well.

The management team were committed to providing a quality service. They had supported staff and children through the transition of operating from one room instead of two. Staff told us open and honest communication enabled the team to share information and agree procedures for the service. The inclusive environment created meant staff, parents and children felt involved, valued and listened to.

The management team had been responsive to the recent changes to the service. They had refocused some areas for improvement as a result of 1:1 meetings and taking account of staff skill, knowledge and

experience. They recognised the importance of everyone having a shared understanding for the service and reason for change. One area was the development of leadership roles and what this meant. To support this process we signposted the service to the Care Inspectorate Hub and the Scottish Social Services Council websites where information and training is available to support staff development.

There was a clear focus on self-evaluation and quality assurance. To support the improvement agenda, staff had linked with colleagues within the local authority to share good practice. These opportunities had been used well to assess the work of the service and identify changes that would improve outcomes for children. As a result, the improvement plan outlined priorities that would build on current good practice and enable change to be achieved. For example, plans were in place to re-introduce stay and play sessions for parents/ carers. These would provide more opportunities for consultation and partnership working.

Audits were in place to monitor the work of the service. For example, information about accident and incidents were reviewed on a monthly basis. Small changes could be made to improve the effectiveness of audits. The way forms are completed should be evaluated to ensure all necessary information is recorded. This will identify any action needed to support a consistent approach to promote safety.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 4.3 - Staff deployment

A change to the service had been well managed and meant children benefited from the mix of staff skills and experience within the team. As the staff team had developed positive working relationships there was a shared ethos for the delivery of the service. This meant consistent care for children was achieved as respect and inclusiveness was embedded in practice.

Staff were well deployed throughout the service which ensured children benefited from their nursery experience. Effective communication between staff and their flexible approach meant children were supported at all times. At busier times, routines had been established which promoted children's safety. For example, staff ensured they supervised entrances and exits at pick up times.

Staff changes and absence had been well managed which promoted continuity of care. Information was shared with parents and photographs displayed so they were familiar with staff employed in the service.

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

To support the safe storage and administration of medication, staff should ensure accurate records are in place.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that 'If I need help with medication, I am able to have as much control as possible' (HSCS 2.23).

This area for improvement was made on 19 November 2021.

Action taken since then

There is a recording system in place if children required medication. No one was currently taking medication in the service, so no up to date records were available at inspection to assess this.

Previous area for improvement 2

The provider should ensure a consistent and shared approach when supporting challenging behaviour.

This is to ensure care and support is consistent with Health and Social Care Standard 4.11: I experience high quality care and support based on relevant evidence, guidance and best practice.

This area for improvement was made on 26 May 2022.

Action taken since then

Action plan submitted. The form used to gather information about children has been improved. Staff work well together as they regularly talk about children's needs and how they will be supported. This has helped promote a consistent approach for children. We are satisfied the service will keep this under review so this area for improvement has been met.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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