Dunipace Primary School Nursery
Day Care of Children

Thistle Avenue
Dunipace
Denny
FK6 6LS

Telephone: 01324 508820

Type of inspection:
Unannounced

Completed on:
10 December 2019

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003043641

About the service

This service has been registered since 1 April 2002.

Dunipace Primary School Nursery is part of Falkirk Council's provision of early learning and childcare. The care service is registered to provide a care service to a maximum of 30 children aged 3 years to those not yet attending primary school.

Any other conditions unique to the service:

The staff/child ratios should be maintained at 1:8. Where children aged 3 or over attend facilities providing day care for a session which is less than a continuous period of four hours, the adult:child ratio may be 1:10, providing that children do not attend for more than one session per day.

The nursery is located on the same site as Dunipace Primary School. There is a central playroom with integral kitchen, children's toilets, separate adult disabled toilet and small cloakroom. The outdoor play space was accessible via a small corridor off the main playroom. This space supported children's outdoor learning experiences. The service is managed by the acting head teacher who is responsible for supporting the transition of the service as part of the expansion providing 1140 hours. The staff team comprised of a senior early years officer and three early years officers

The values of the service included:

Supporting our image of the child. Everybody teach, everybody learn; continuous learning; listening and personalisation. A full statement of aims, objectives, vision and values is available from the service.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it right for every child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

During the inspection we spent time with children who were happy, confident and fully engaged having fun as they developed skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling. They told us about their play experiences, "It's a circle (playing with the playdough) It's like a pancake." I'm drawing a happy face." "A drum. It's loud. Now it's quiet." "They are Christmas songs. (being played via the white board) "I can count the Santa's (counted 1-7)." "Stick the stamp on the letter and post it." "Wet. It's raining."

We spoke with six parents who commented positively about the support they and their children received in the service. They said, "(name of child) loves coming to nursery. Lots of stimulation and learning." "Ladies are lovely, chatty and supportive." "Staff really helped with child's transition reassuring us as parents that he was safe. Now loves nursery and the fun activities." "Lovely school loves playing outside."

We sent out questionnaires for distribution by the service. Eleven completed questionnaires were returned. They highlighted that families overall 'strongly agreed' that they were happy with the quality of the care children received. Comments included:

"I could not ask for more from the staff. They are great. They all helped me in the beginning with settling (name of child) into nursery."
"(Name of keyworker) always lets me know how (name of child) day has been and I feel like she genuinely cares about (name of child) and making sure she has the best time at nursery."
"My child has developed greatly and has responded brilliantly to the nursery teaching plan. I feel that he has grown in confidence, his speech and numeracy skills are building and his imagination and storytelling is much wider in variety."
One parent felt that staff need to be mindful of where they are and who is present when discussing children's progress to ensure that confidentiality is maintained.

Self assessment

The service had not been asked to complete a self-assessment in advance of this inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	not assessed

What the service does well

Families were supported by a nurturing staff team. There was a strong focus on relationships and staff had children and families at the heart of their practice. This meant children and parents felt valued, respected and included in the service. Staff knew children and families well so were able to support individual needs to a good level. Transitions were managed well, for example, with information gathered through a transition booklet that informed staff about the individual needs of children and their families. Children who found it difficult to cope with change had an enhanced transition when settling into the service. A compassionate and responsive approach to delivering positive outcomes for children and their families meant they were being supported to build confident and respectful relationships. Gathering the views of parents had resulted in improvements to the quality of the service including the way children were introduced to the school dining room experience as part of their transition from nursery to primary school. The service was aware of the benefits of including home visits as part of the transition from home into the service. They had begun to explore the possibility of including a home visit to support the development of positive and trusting relationships at an early stage in the settling in process.

Children were engaged having fun and achieving. They were building jigsaws, drawing using number lines to match numbers, using loose parts to build and exploring cause and effect when involved in early science experiments. For example, freezing water extended their knowledge and understanding of the properties of water. Children were developing understanding, investigation and problem-solving skills. They were confident to talk to us about previous learning when showing us their personal learning journey. Photographs of experiences both in nursery and at home told the story of their achievements. They were encouraged to talk about their learning and the life skills they were developing as a result. There was a clear link between home and nursery with children's achievements celebrated. Through revisiting and discussing such learning opportunities, children developed social and language skills.

Children were supported to make informed lifestyle choices that affected their health and wellbeing. Helping to prepare snack foods, tasting healthy foods and planting and growing fruit and vegetables supported children to develop healthy eating habits and to have a healthy relationship with food.

The staff team were committed to having a well paced approach to self-evaluation and were beginning to address areas for improvement developing the service based on a foundation of current thinking, research and good practice. Having delegated roles, for instance, improved aspects of the service including outdoor learning experiences for children. Staff were developing as a team and building confidence implementing current practice taking responsibility for improving outcomes for children. One initiative was the development of helicopter stories. Children were supported to express their thoughts, develop language and self-confidence as a result.

What the service could do better

We found good work undertaken by staff to track and show children's progress and learning. For instance, Leuven Scale observation tracking showed measured outcomes for children and the support necessary to support their progress and development. Regularly reviewing the content of personal plans with parents supported the agreement of next steps that informed the plan of activities. We discussed how the content of children's personal plans and other recording formats could be developed further. For instance, show and tell floor books were used to include children's views about their experiences. We discussed how the floor books could be developed to link recorded children's learning to national frameworks, as this would better demonstrate children's outcomes and progression.

Children were supported to have a meaningful and active role in the service. They were becoming responsible and included when involved in daily tasks including tidying up and helping with snack preparation. When asked about helping to prepare snack a child said, "I chopped the banana and peeled the orange. (staff name) chopped the apple. We discussed how children's life skills could be developed further.

Children were active through a well-planned outdoor space that encouraged children to be naturally curious, imaginative and creative. We saw children were learning to stay safe and build confidence as they engaged in energetic risky play experiences. However, the overall flow and pace of the session should be developed to support children to have free flow play indoors and outdoors to improve their experiences. Planned work as part of the early learning and childcare expansion programme will support this, allowing children to have long uninterrupted periods of play both indoors and outdoors. This focused child led play will engage children at a deeper level.

The new Head Teacher was forward thinking and had plans in place to improve the service. She told us that the senior early years officer had been a great support leading the team through a period of change. Moving forward, the Head Teacher aimed to improve formal monitoring systems to ensure the staff team had the appropriate information, support and learning opportunities to provide the highest possible outcomes for children. For example, we discussed ways to measure the impact of ongoing development and improvement in the service. We sign posted staff to current practice guidance at:
https://hub.careinspectorate.com/how-we-support-improvement/starting-your-improvement-journey/

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
29 Sep 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 4 - Good
17 Sep 2013	Unannounced	Care and support	5 - Very good

Date	Type	Gradings	
		Environment Staffing Management and leadership	5 - Very good 4 - Good 4 - Good
19 Nov 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed Not assessed
23 Jan 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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