St. Joseph's RC Primary School Nursery Day Care of Children

St.Josephs RC Primary School
Broomhill Road
Bonnybridge
FK4 2AN

Telephone: 01324 503 150

Type of inspection:
Unannounced

Completed on:
1 June 2023

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003043648

About the service

St. Joseph's RC Primary School Nursery is a daycare of children's service provided by Falkirk Council. They operate from a purpose built room attached to the primary school. All facilities are on one level and includes a large play room, office space, toilet and kitchen facilities. Children can get into the outdoor area directly from the play room which offers an attractive and stimulating learning environment.

The service is registered;

1. To provide a day care of children service to a maximum of 32 children aged 3 years to those not yet of an age to attend primary school at any one time.

Any other conditions unique to the service:

2. Adult child ratios will be: 3 and over - 1:8
If the children attend more than 4 hours per day, or 1:10 if the children attend for less than 4 hours per day.

About the inspection

This was an unannounced inspection which took place on Wednesday 31 May 2023 between 08:45 and 15:30. We gave feedback to the service on Thursday 01 June. 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 six children using the service and two of their parents carers. We also received ten completed electronic questionnaires
- spoke with six staff and management
- observed practice and how children were supported with their routines, play and learning.
- reviewed documents.

Key messages

- Children experience being cared for in an inclusive and supportive way as a culture of respect is embedded in practice.
- Children could lead their play and participate in a range of stimulating activities.
- Quality assurance had been well used to assess what the service does well and identify areas for improvement.
- Staff had created meal and snack times that supported children to become independent, develop life skills and have a social time with their friends.
- The staff team work well together and have a clear focus for improving the service.
- Family learning had been used to promote partnership working and involve parents and carers in their children's learning.

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 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 were affectionate and sought out cuddles. They had developed nice friendships with other children. As a result, children felt valued and confident which contributed to a positive nursery experience. Parents said "The staff are very passionate about the care and wellbeing of the children."

Partnership working with parents and other agencies was well established as staff regularly communicated with them. As a result, staff talked knowledgably about the needs of children and how they were supported and met. Parent feedback included "It's been wonderful watching (child) flourish and thrive in the setting and from regular chats with the staff, it's clear they know my daughter very well! I am delighted with the early years experience she has had at St Joseph's Nursery."

Using 'what matters to me' had been introduced and enabled staff to gather information about children. This helped them to meet their individual needs. Staff recognised the importance of involving parents and children in this process as they continued to develop the system. For example, we suggested at review it would be good to see a summary of progress made as this would link it to 'what matters to me now'. While most parents were satisfied with the way information was shared, parents comments included they would like "More robust documentation and observations, shared in a timely manner about child's progress".

Children benefitted from unhurried and well organised meal and snack times. Almost all were familiar with the routine as they independently served themselves. Those who needed it, were patiently supported to develop self help skills. Good role modelling was provided as staff sat with children and also encouraged the social aspect of meal times. As a result we saw children were relaxed as they chatted with friends while eating their meal.

If children required medication, we confirmed an appropriate system was in place as necessary information was recorded. We asked staff to record the reason they gave 'as when needed' medication as it should link to the signs and symptoms shared by parents.

Quality Indicator 1.3: Play and learning

Children benefited from a well organised environment where a range of activities supported their development and interests. This meant that children could lead their play both indoors and outdoors. Open ended resources helped children use their imagination, curiosity and investigation. When playing in the mud kitchen one child said "This is a birthday cake. I'm patting the icing down." Positive interactions by staff supported literacy, numeracy and problem solving. For example, one child was supported to write on a birthday card, while others were able to work out how to get their ball back when it was kicked over the fence. As a result, we saw children were busy, engaged and spent long periods of time at activities.

Direct access to the outdoor area and wider community meant children had opportunities to play in the

natural environment. They developed their physical skills as they played football and climbed on large equipment. We saw that children were confident in their abilities as they climbed, balanced and managed risk in their play. One child said they liked "I like to play princesses and mermaids. I play the floor is lava in the garden." Parents feedback included "(child) comes home covered in dirt with huge smile on her face every day, the signs of a fulfilling day!"

A key development in the service was introducing family learning. This had enabled staff, parents/carers and children to work together as they explored the natural environment. They had learned about seasons, joined in litter picking and planting and growing. For example, sharing their knowledge had helped children plant vegetables. We saw they knew how to care for plants as they independently watered them.

Mind maps and E-journals were used to show children's learning. We saw how children's voice was included as they were involved in planning and talking about their experiences. As part of their improvement journey, staff were continuing to develop their approach to responsive planning and recording information about children.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, 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. A variety of play opportunities meant children benefited from physical games, arts and craft and toys that supported imaginative play. 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.

Wall displays within the nursery documented a variety of play and learning experiences children had been involved in. They helped promote a sense of belonging and inclusion as photographs, artwork and children's voice were included. Parents feedback included "The team at the nursery have taken the time to make my daughter feel safe and nurtured within the setting. After taking time to settle in, she has grown such confidence and I truly believe it's because she feels happy and valued."

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 hand washing stations were situated outdoors for children to use. We asked that the staff toilet was not used to store resources. Action was taken promptly to resolve this.

A safe environment was maintained as staff removed potential hazards. They ensured children were well supervised throughout the day and a secure door entry system meant children could not leave the building. Children were supported to be aware of and assess risk as staff talked to them about safety. As a result, children were beginning to think about how they participated in risky play safely. To build on this, staff were planning to introduce pictorial risk assessments that children could complete.

We saw how the wider community was used to enhance children's experiences. For example, local woods and an exploration of the area extended children's learning experiences. For example, they had been involved in den building, a bug hunt and becoming familiar with facilities at local parks. Parents valued the

opportunity to spend time with their child in nursery as they said "It was lovely to see (child) interacting with other children and staff."

How good is our leadership? 5 - Very Good

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

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

The management team and staff were committed to providing a quality service. There was a clear focus on self-evaluation and quality assurance which was supported by considering national and local guidance. This had resulted in a shared vision for the development of the service. All staff were familiar with the priorities outlined in the improvement plan and were enthusiastic as they worked together to enable change. For example, improvements in meal times and family learning had promoted positive outcomes for children, parents and carers. Staff said "We have worked hard to make changes to our setting over the past year and are continuing to adapt areas where required. We have focussed on our outdoor area to increase the opportunities for loose parts access and to learn about planting and growing."

Regular reviews meant that change was effectively monitored as staff reflected on their practice. One example of this was the introduction of 'Marvellous meals'. Each step was reviewed which enabled staff to know what was going well or what needed to change. Children's views helped shape this initiative. This approach meant that progress was maintained as the pace of change was well managed. To continue this improvement journey, staff had introduced the opportunity for children to have snack outside.

Monitoring visits were used to assess staff practice. This gave an overview of what was going well and areas that needed to be further developed. As a result, there was clear direction and actions that would support staff to achieve the aims of the improvement plan.

Opportunities to talk about their work as a team and individually helped staff share information about the provision. They felt they would benefit from more 1:1 meetings. This would help the improvement agenda as a record staff strengths, achievements and areas they wanted to develop would be in place. These opportunities for reflection would enable focussed professional learning to be identified. As a result, the skills and experience within the team will continue to be developed.

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

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 in all areas. At busier times, routines had been established which promoted children's safety. For example, staff ensured they supervised the cloakroom area at drop off and pick up times. Staff said "I am part of a highly skilled and caring team. We work closely together to ensure the best care for all our children, families and each other."

Additions to the staff team had been well managed which meant new staff were appropriately mentored. These positive experiences meant they had settled in quickly as they learned about service. This had resulted in a shared ethos that would support the development of the service as positive working relationships had been enabled. Staff said "I am very fortunate to work with an incredible team of staff who go above and beyond for each other. We support each other using our varied strengths and skills to provide the best environment for all who use our nursery."

Staff were committed to professional development and used training and best practice guidance to keep up to date. As a result, they were confident about leading aspects of the nursery development. Children therefore benefited from the mix of staff skills and experience within the team.

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

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.