Victoria Primary School Nursery
Day Care of Children

Middlefield Road
Falkirk
FK2 9HF

Telephone: 01324 508 600

Type of inspection:
Unannounced

Completed on:
15 May 2023

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003043649

About the service

Victoria Primary School Nursery is a daycare of children service which is provided by Falkirk Council. The service is situated on the same site as the primary school. Children benefit from a large open plan playroom with kitchen, quiet room, cloakroom and children's toilets. The large, enclosed outdoor space provides children with free flow access to outdoor learning opportunities.

The service is registered to provide a care service to a maximum of 56 children at any one time. Those attending the service should be aged between three years to those not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on Monday 15 May 2023 between 8:45 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 children in the service
- reviewed digital responses from nine families and three staff
- spoke with staff and management
- observed practice and interactions with children
- reviewed documents.

Key messages

• Children experienced a warm and nurturing approach from a caring staff team.

• Planning approaches were child centred and responsive to children's interests and needs.

• Staff knew children well and secure relationships between them had been established.

• The service recognised the importance of working in partnership with families.

• The service should audit the environment from a child's perspective to further promote children's sense of ownership and belonging.

• Robust infection prevention and control procedures should be followed.

• Where possible maintenance and repairs should be carried out without delay, to support children's care, play and learning 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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1 - Nurturing care and support

Children experienced a warm and nurturing approach from a caring staff team. Staff knew children well and as a result were able to offer appropriate care and support to individuals. They understood the importance of developing positive relationships with children and families and the impact this could have on children's experiences. One parent told us "staff are very caring towards children and provide plenty feedback to parents and keep parents well informed." It was evident that strong attachments had been formed. This meant that children's emotional wellbeing was supported and their needs were being met.

Nutritious meals and snacks were provided by the service. We observed lunchtimes to be a mostly calm, unhurried and positive social experience for children. They were encouraged to develop life skills as they independently selected their food and tidied away their dishes. Staff sat with children and chatted as they provided support, kept children safe and role modelled sharing and table manners. We discussed ways to involve children further in the preparation and planning of snack. This would provide opportunities to promote and discuss the benefits of a healthy diet and lifestyle.

Children and families were involved in the effective gathering of information for children's personal plans. This ensured staff knew children well and their overall wellbeing was supported. Separate child's plans provided clear guidance on strategies and techniques to support some children and enabled consistent care. This meant that children were respected and valued as an individual.

Systems were in place for the safe storage and recording of medication. We reminded the service of the importance of reviewing this information every three months, or termly, with families. We highlighted Care Inspectorate guidance: Management of medication in daycare of children and childminding services, to further support the service.

Quality indicator 1.3 - Play and learning

Children were having fun as they explored all that nursery had to offer. They told us that they "loved" nursery. We observed children being busy and engaged in their play and learning, particularly indoors, as they were supported and encouraged by staff. For example, a small group of children were developing their numeracy and fine motor skills as they joined in with an adult led activity. The skilled staff member's effective use of questioning encouraged children to deepen their learning as they considered "how many more" pom-poms they would need. This meant children were happy and confident as they celebrated their success. We discussed with the service ways to offer children accessing outdoors the same level of staff interaction to help them engage in learning opportunities. This would further promote children's choice and support them to lead their play and learning.

Planning approaches were child centred and responsive to children's interests and needs. Their learning and progress was recorded through observations and possible next steps were identified by staff. Staff met with the management team periodically to discuss and assess children's progress and identify any support needs. This ensured children were being supported and encouraged to reach their full potential.

The service recognised the importance of working in partnership with families and the positive impact this can have on children's lives. They were inviting families into the setting to join in and share learning experiences with their children. For example, as children explored nature in the outdoor area. They had recently invited families to join them to spend the day at a local outdoor landmark and park. Staff spoke enthusiastically about the day and how parents and children had spent time playing and learning together. This meant children and families were offered opportunities to develop strong connections with their community as they learned the importance of an active lifestyle.

How good is our setting? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 2.2 - Children experience high quality facilities

Children experienced a calm, mostly comfortable setting with lots of natural light and ventilation. The indoor playroom offered them ample space for their needs and allowed them to create and explore safely with large blocks, for example. We suggested that an audit of the environment, from a child's level and through their eyes, may help the service to identify improvements. For example, children's artwork and posters displayed at a lower level for children to recognise and share with their friends. More soft furnishings would enhance quiet, cosy spaces where children could rest and relax during their busy day. This would ensure children's overall wellbeing was further supported.

Children had free flow access to the large, enclosed outdoor area throughout the day. Staff recognised the positive impact being outdoors had on children's wellbeing. They spoke of their plans to develop the outdoor area. Involving children and families in this process will ensure their views are considered and will give them a sense of ownership and belonging. Some staff had undertaken outdoor training to increase their skills and knowledge, and to provide rich outdoor learning opportunities for children. The service also made use of the primary school playground at times in the day. This offered children choice and was especially useful for children who were preparing to go school.

Arrangements for maintenance and repair of the setting are in place by reporting faults through a central system. At the time of inspection the service was waiting for repairs to be carried out to in one of the toilet cubicles. They were also waiting for some damaged resources to be uplifted and removed from the outdoor area. The service should ensure that appropriate measures are in place to remove or limit risk to children as they await repairs being carried out. This would ensure children's care, play and learning experiences are not negatively impacted (see area for improvement 1).

Infection prevention and control measures were identified as an area for improvement during our visit. We observed some handwashing taking place at key times. Children and staff should be encouraged to wash hands more frequently. Staff should ensure they remove and change aprons and gloves if they undertake duties out with the area they are responsible for. For example, whilst delivering personal care. This will reduce the spread of infection and limit the risk of cross contamination (see area for improvement 2).

Areas for improvement

1. To support children's care, play and learning experiences and ensure they are not negatively impacted, repairs should be carried out without delay. Where delay is unavoidable the service should take measures to

limit and reduce risk.

This is to ensure I experience a high quality environment and is consistent with the Health and Social Care Standards (HSCS) which states that 'My environment is safe and secure.'(HSCS 5.17)

2. To reduce potential risk of cross contamination and spread of infection the service should encourage frequent handwashing and review PPE procedures.

This is to ensure I experience a high quality environment and is consistent with the Health and Social Care Standards (HSCS) which states that 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment.'(HSCS 5.22)

How good is our leadership? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 3.1 - Quality assurance and improvements are led well

The leadership and staff team were committed to delivering a quality service for children and families. They had a shared vision and their values were evident in the nurturing interactions we witnessed during our visit. Leadership opportunities supported staff to develop confidence and gain an understanding of the impact they each had on improving outcomes for children. As a result children benefitted from a staff team who were motivated and responsive to meeting their needs.

The service had developed an improvement plan that was incorporated into the wider school plan. Regular staff meetings focussing on self-evaluation along with a quality assurance programme encouraged staff to be reflective in their practice. Staff told us how this supported them and the impact this had for children and families. One staff member shared, "All staff contribute to weekly self-evaluation to provide continuous improvement and we reflect well together and use these to make a positive change for children and families." The views of children and families should continue to be actively sought and used to inform the development of the service. This would further promote partnership working and support children and families to reach their full potential.

How good is our staff team? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 4.3 - Staff deployment

Children benefitted from a staff team with a range of skills, knowledge and experience which was used to support children's care and learning. At the time of our visit the service was managing staff absence. Arrangements were in place to ensure continuity of care for children across the day and week, and took account of staff working patterns and shifts. The team were flexible as they recognised the potential impact this could have had on children. As a result children's emotional wellbeing was supported and their needs were being met by staff who knew them well.

Positive relationships within the team meant that staff communicated well with each other to ensure

children were safe and supported appropriately. We discussed with the service the importance of staff being pro-active and responsive to where they may be needed. For example, supporting children and colleagues with outdoor play and learning, if that's where a high proportion of children chose to be. This would further enhance opportunities for children to be meaningfully involved in learning experiences.

Staff knew children well and secure relationships between them had been established. We witnessed children being supported by staff in ways which were appropriate to meet their needs. This meant that children felt safe, secure and happy in a service where a caring staff team nurtured and supported them.

The management team recognised and valued the importance of ensuring that the service was appropriately staffed at all times. Staff were flexible and breaks were planned to minimise the impact on children whilst making sure staff had time to rest and be refreshed.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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