# Bannockburn Primary School Nursery
# Day Care of Children

Quakerfield
Bannockburn
Stirling
FK7 8JA

Telephone: 01786 813 274

**Type of inspection:**
Unannounced

**Completed on:**
19 April 2024

**Service provided by:**
Stirling Council

**Service provider number:**
SP2003002689

**Service no:**
CS2003043669

## About the service

Bannockburn Primary School Nursery is an early learning and childcare service provided by Stirling Council. It is registered to provide care to a maximum of 32 children aged from three years to those not yet attending school at any one time. The service provides morning and afternoon sessions as well as flexible provision over 2.5 days to take account of the 1140 hours per year. The service is provided within the main school building. The nursery is based in their own designated classroom area, with their own entrance.

## About the inspection

This was an unannounced inspection which took place between Wednesday 17 and Thursday 18 April 2024. 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, 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 using the service;
- received feedback by Microsoft forms from 10 parents or carers of children attending the service;
- spoke with two parents during the inspection visit;
- spoke with staff and the management team;
- observed practice and daily routines;
- reviewed documents.

## Key messages

- Staff were kind, caring and knew the children and their families well.
- Children were happy, having fun and engaged in their play.
- Very good links with the local community provided children with a sense of belonging.
- Families were involved and included in their children's nursery learning journey.
- Children were kept safe by trained, skilled and confident staff.

## 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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore, we evaluated this key question as very good.

**Quality indicator 1.1 Nurturing care and support**
Children experienced warm, kind and caring interactions with staff. Staff were responsive to children's needs, wants and cues. Children attending the service were happy, settled and having fun. Most staff were down at children's level when engaging in conversation or play. This resulted in children who were confident to engage with staff and seek comfort or help when they needed to.

There were strong and trusting relationships with children and their families due to the extensive support staff offered to them. Families were encouraged to be part of their children's learning experiences. Play and learning sessions were planned for children, families and staff to come together. Families told us that they value the time they get to come into the nursery and spend with their children and getting to see how they play. This resulted in families feeling part of their children's nursery journey and children being able to celebrate their learning with their families.

When families needed some additional support, staff responded quickly and sensitively. Their established relationships with a range of professionals helped them to plan and implement support that built resilience and confidence in families.

Children were supported with effective personal plans which ensured staff caring for children had a clear overview of their individual needs and preferences. Important information was gathered and regular consultations and reviews with parents took place. This enabled families to be fully involved in their children's care. Changes made to personal plans were clear and allowed staff to recognise the most up to date information or routines to follow when supporting children.

Medication was stored appropriately and medication forms had recently been reviewed. These now captured the required information to ensure medication was safe to administer. We discussed the importance of regular audits of medication stored within the service. This would allow the service to identify out of date medication or changes to administration procedures. The management team had identified this and planned to start audits in line with leadership roles within the team.

Children had a variety of opportunities to develop their independence skills throughout their time at nursery, such as self-serving snack and gathering the correct clothing for outdoor play. This allowed children to build important life skills and develop self-confidence.

Children enjoyed snack time in an unhurried and relaxed atmosphere, contributing to a sociable and positive experience. Healthy and nutritious snacks were provided by the service. Children were regularly consulted and influenced the snack menu. They could share their likes, dislikes and opinions on the meals they received at nursery. This allowed children to feel heard and respected.

Staff were confident, well-trained and fully understood their roles and responsibilities in safeguarding children and their families. Annual training took place and protection procedure flow charts were shared with staff within their induction programme. This ensured staff were confident in how to log concerns and

who to take a concern to. As a result, children and families were supported and kept safe from harm.

**Quality indicator 1.3 Play and Learning**
Children were actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences. These experiences promoted independence, choice, creativity and children were fully engaged in their learning. Children could choose where they wanted to play and explore, with free flow access to the outside space. Staff encouraged children to transport resources, if they wished to, between areas. This supported children to follow their own interests and curiosities.

Children were engaged with a range of different resources, for example, painting, water play, investigation trays, loose parts and the mud kitchen. Resources were easily accessible to the children and were age and stage appropriate. This supported children's choice and decision-making skills. They were consulted in planned activities, such as library visits. Children were given the choice to attend the visit or stay within the nursery and continue with their play. This resulted in children who felt valued.

Language, literacy and numeracy were woven throughout the learning environment. Signs and symbols held meaning to the children, for example, board maker symbols next to the written words and board maker sequencing for hand washing. This helped to develop children's language, supported early literacy and allowed children to problem solve independently with appropriate tools.

Number cards were used at snack to promote number recognition in real life situations. This enabled children to gather information, for example, 'how many pieces of fruit they can have'. A staff member sat with the children while they had snack. This enabled rich discussion opportunities between children having snack and the staff member. The use of effective questioning by staff allowed children to extend their critical thinking skills naturally.

Children had weekly opportunities to explore their local community, in particular the library and local care home. Connections with the local care home offered intergenerational experiences for children. Residents also came and visited the children in the nursery and joined in with planned family time activities. These opportunities allowed children to build connections through meaningful experiences beyond their learning environment. As a result children felt part of their community.

Planning was child led and children were able to share their ideas, wishes and choices with staff. This approach encouraged children to feel valued , respected and included. Most learning journals contained significant observations of children's learning with next steps identified. Children's learning experiences were tracked, gaps were identified and learning interventions were planned to support children's development in these areas. This allowed staff to be confident in the consistent learning opportunities they were providing for children and to ensure they were appropriately challenged.

## How good is our setting? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore, we evaluated this key question as very good.

**Quality indicator 2.2: Children experience high quality facilities.**
The nursery was well furnished, comfortable and bright, with plenty of natural light. Lamps and low lighting were used throughout the day, creating a calming environment for children while they explored. Access to the nursery was secure, where parents used a buzzer to alert their arrival. This ensured children were kept

safe, as staff were aware of who was entering the nursery.

There was ample space for the children to move around freely, play independently or with their friends. Areas were developed with the children's views in mind, with free space for the children to use as they wished. There was a range of resources that were developmentally appropriate and that supported children with their learning. This included open ended loose parts, which encouraged children to be creative in their play. Real life items were available to support children in their role play.

The indoor environment was calming and welcoming for children and furniture was at their level. Free flow access to the outdoors provided children with choice and healthy opportunities to explore physical play. A parent told us "The outdoor play in all weathers has been really great for our child. It's building his resilience and confidence". The outside space was very well used and staff were aware of the benefits of outdoor play. Careful consideration was given to resources available outdoors to ensure all children could explore safely, regardless of their developmental stage, for example, balance bikes, rope swing and climbing apparatus. These activities supported children to develop their gross motor skills.

Risk was managed well and risk assessments were in place. We discussed timescales for reviewing risk assessments with the management team, to ensure these were still relevant to the service. Environment risk assessments were completed with the staff team and children regularly. Floor books were used to support children with risk benefit. This supported children to manage and understand their own risk and risk to others, for example, wearing a helmet when on the bikes. Individual risk assessments were in place for children, where appropriate, and reviewed in line with meetings or care plan reviews. Alternative ways to support children were considered to ensure all children felt safe and secure while they attend nursery. This ensured all children were supported to be included within their learning environment.

The environment was well maintained, safe and secure. Infection prevention and control practice was found to be very good. Children were supervised when handwashing to ensure they followed safe procedures. Handwashing by both staff and children took place regularly throughout the day at key times. The nappy changing and toilet area were clean and tidy. This reduced the risk of spread of infection.

Accidents and incidents were monitored closely. Key information was gathered and shared with parents at the end of the day. Audits captured trends and identified impacts and next steps if required. This ensured children's actions were well monitored and they were kept safe.

## How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore, we evaluated this key question as very good.

**Quality indicator 3.1: Quality assurance and improvement are led well**
The management team and staff were enthusiastic and committed to delivering quality experiences for children and their families. We found that the team engaged very well during the inspection process, demonstrating an ethos of continuous improvement.

Children and families were meaningfully involved in the service. They were welcomed into the service at drop off and pick up times. A shared vision had been reviewed in consultation with staff, families and children. There were opportunities for families to come into the service and share their views such as 'Family Time' and monthly questionnaires. One parent told us "They have a chart outside to vote on

different things so our voices are heard". This allowed families to take an active part in their children's learning and nursery journey. Children's views were gathered, in the form of simplified questionnaires, to ensure they had an opportunity to share their voice and opinion. This ensured children felt valued, listened to and respected.

Quality assurance systems made a positive impact in maintaining and improving high quality care for children. A quality assurance calendar was in place outlining duties and a timeline of tasks. Self-evaluation processes were ongoing and used a range of best practice documents. Leuven's scale observations and audits took place around the environment and children's engagement. This ensured positive changes were made to children's learning environments to improve their outcomes.

The improvement plan for the nursery was detailed and highlighted priorities set to improve outcomes for children and their families. An achievable timeline was in place, where regular reviews and evaluations took place to track progress. This ensured effective high-quality play and experiences for children were consistent.

Leadership opportunities were spread throughout the team. Staff members' strengths, skills and interests were considered within their leadership roles. Training opportunities were linked to these roles. This allowed the staff to feel confident in the support they offered and delivery of opportunities linked to their roles. Staff spoke confidently and passionately about these opportunities and how children and families' outcomes have improved.

## How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore, we evaluated this key question as very good.

**Quality indicator 4.3 staff deployment**

Children benefitted from a happy, caring and nurturing staff team who knew them well and were focussed on providing high-quality care and support. Children were warmly greeted by staff as they arrived at the service. As a result, children felt loved and respected by people who cared for them.

Children were cared for by mostly long-standing and consistent staff. One parent shared with us that "we like that we see the same staff and my child is very attached to certain members". This offered familiarity and continuity for families and relationships had been built and sustained. Staff shared with us that they felt valued and supported within the team. This resulted in a happy staff team, who continue to be passionate about their role within the children's lives they care for.

Staff were flexible and supported each other to work as a team to benefit children. Staff communicated well together, sharing important information about children. This ensured children had continuity of care, felt safe and were listened to.

Staff were mostly well deployed throughout the service. We highlighted times when staff were engaged elsewhere. Supervision or staff deployment within the indoor environment required further thought at busier times of the day. Staff breaks were flexible and minimised impact on children's outcomes and experiences. A parent shared with us "I have a great relationship with them. They are all amazing, so informative". This demonstrated that staff know children well within the service and are committed to

sharing their learning with their families.

## 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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