Banchory Nursery
Day Care of Children

Alloa Road
Tullibody
Alloa
FK10 2TF

Telephone: 01259 722 606

Type of inspection:
Unannounced

Completed on:
24 September 2021

Service provided by:
Clackmannanshire Council

Service provider number:
SP2003002713

Service no:
CS2003043741

About the service

The service was registered with the Care Inspectorate on 1 April 2011.

Banchory nursery is registered to provide a day care of children service to a maximum of 50 children aged 2 years to those not yet of an age to attend primary school, of whom a maximum number of 5 children are aged 2 years to under 3 years at any one time. Where children aged 3 and over attend facilities providing day care for a session which is less than a continuous period of four hours in any day, the adult : child ratio may be 1:10 providing individual children do not attend more than one session per day. Two adults to be in attendance at any one time.

The service operates from a dedicated space within the school with their own toilets, cloakroom area and nursery garden.

The aims of the service included: At Banchory we…
- Build and maintain positive working relationships amongst all learners and our community.
- Provide caring, nurturing, inclusive outdoor and indoor learning environments which allow all learners to thrive and feel valued.
- Develop a relevant, responsive and dynamic curriculum which develops skills for life, learning and work.
- Ensure all our learners benefit from the highest quality experiences from highly skilled staff.
- Celebrate achievements both in and outside of school and nursery
- Ensure that we get it right for every child through strong partnerships with others.
- Ensure that all learners are supported to meet their full potential and strive to be the best they can be
- Understand making mistakes is part of learning and build resilience to persevere.

We wrote this report following an unannounced inspection visit which took place on 22 September 2021. Feedback was provided to the Head Teacher via video call on the 24 September 2021.

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.

As part of this inspection, we took into consideration Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19 with a specific focus on Quality indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this under quality of care and support.

What people told us

We spoke with 10 children during the inspection and carried out observations of their experiences both indoors and outdoors. Children were very confident, happy and relaxed during their play. They were comfortable approaching adults to seek support and comfort and were engaged in their play throughout the inspection. They spoke about who their friends were, which included the staff and about what they were learning.

We sent an email to the service to forward to nursery parents to allow us to gather their views. We received six replies which indicated that parents were overall satisfied with the quality of care at the nursery. Some additional comments can be seen below:

'Information is shared by class DOJO and verbally at drop off and pick up. Communication is really good, and we always know what's going on.'

'The staff have been so supportive they are absolutely brilliant, they go over and above. .'

'I love everything about the nursery it is fantastic. I wouldn't change anything.'

'Drop off and pickups have changed to keep everyone safe, we have times to get our children and their keyworker always brings them out to us so we can have a chat with them, we wear masks and keep our distance.'

'Communication is a strength, it depends on what they are communicating - so accidents might need a phone call, general nursery information is shared via class DOJO or verbally at pick up. Our keyworker always speaks to us at the end of the day to let us know what's been happening with our child. DOJO is great and its updated at least a couple of times a week. I would like to know more about my child specifically, but I am a parent that loves to know everything, they do keep me updated but I miss going into the nursery and seeing my child play.'

'To improve they could possibly update some of the outdoor equipment - not sure about indoors as we are not able to go in like we used to. I miss that as I loved going in with my older children, I feel that my child is missing out on this aspect of me being involved. I know that is due to COVID. Perhaps they could send us a video of how the rooms are looking so I can feel more involved.'

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan which demonstrated their priorities for development and how they were monitoring the quality of the provision within the service. This included development of specific leadership roles of staff which were having a positive impact on provision for children.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

Children were settled, happy and engaged as they benefitted from an inclusive and welcoming ethos. This was due to staff's warm and sensitive interactions as they welcomed children and knew them well, which was confirmed by families. This nurturing approach encouraged children to feel safe and secure in the service.

Children's needs were met through child led planning approaches. Children were consulted and their ideas were listened to. Provision such as free flow access to the garden and easy access to resources ensured they had choice and opportunities for freely chosen and self-directed play. This enabled children to feel included and valued.

Trusting and respectful relationships had been fostered with parents through the very good partnership working and effective communication. Family engagement such as an online 'peep' groups further contributed to children's development and learning, supporting individual progress.

Children were curious, happy, and achieving as a result of high levels of challenge presented. The staff team were knowledgeable, reflective practitioners who worked well together. They consistently encouraged children thinking through effective questioning and involvement in their play. This positively contributed to children's level of engagement, enhanced their play experiences and enjoyment.

Effective partnerships with parents and other agencies supported effective communication to support children with specific needs. This shared approach and regular review contributed to development of realistic and specific targets and strategies. Children enjoyed consistency in care as all staff understood and implemented these. This supported positive progress and a shared understanding of approaches required, contributing to children's progress.

The transition experience for children from home to the setting and onto school resulted in children being settled and secure. The time taken with parents and families during points of transition through use of videos and other digital means, ensured a robust approach. The development of strong relationships with other staff within the school such as the caretaker was positively affecting children's trust and confidence.

As part of this inspection, we looked at infection prevention and control procedures to support a safe environment for children, taking account of the current pandemic. We found most practices were positive such as regular cleaning, effective hand washing and physical distancing. In addition, support for the emotional wellbeing of children and families was supporting positive relationships and promoting children's resilience.

Effective leadership is contributing to the positive ethos of the setting. This is because staff felt well supported in their role and were given specific responsibilities, building leadership at all levels. This promoted honest, open and respectful relationships and a happy environment for children.

The service is well organised and a series of robust and up to date policies and procedures were in place. This ensured consistency across the service and promoted the overall safety, health and wellbeing of families as a priority.

Rigorous quality assurance systems are in place with a variety of methods used to support improvement, monitoring of interactions and learning journals. Feedback is regularly sought from the parents and used to further develop the service. These systems demonstrated a commitment to continuous improvement supporting positive outcomes for children.

Management and staff were familiar with and making reference to best practice documents including the new 'Quality Framework for Daycare of Children'. These were supporting management in developing reflective practice across the team, measuring improvements and supporting developments which contributed too in children's experiences and learning.

The service development plan carefully set out the priorities for the year and identified responsibilities for staff. This contributed to a shared vision for the future of the service and team commitment.

What the service could do better

Care plans should be developed to ensure that all relevant information is captured in relation to children's allergies. This should include the signs and symptoms to look out for. This would ensure staff could react quickly and support children's positive health.

Although children were frequently encouraged to wash their hands this was not always being adequately supervised. This resulted in children not washing their hands properly. Staff should role model and remind children how to wash hands properly for the appropriate length of time using fun and enjoyable methods.

Children's mealtime experience at lunch time varied for those who ate in the school dining hall and those who ate within the nursery. We asked the service to consider how to ensure all children experience a comfortable, relaxed and sociable meal time which promotes their independence and enjoyment. Reference should be made to 'Food Matters' which is available on the 'hub' section of our website www.careinspectorate.com

We discussed how the service could now develop celebration of staff achievements through wall displays or within newsletters to parents. For example, in sharing staff successes in their personal studies. This would demonstrate to parents the qualified and knowledgeable staff team caring for their children.

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	
6 Dec 2017	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 5 - Very good
5 Nov 2015	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
29 Oct 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed Not assessed
12 Feb 2009	Unannounced	Care and support Environment Staffing	4 - Good 4 - Good 4 - Good

Date	Type	Gradings	
		Management and leadership	4 - Good

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