Clovenfords Primary School Nursery
Day Care of Children

Clovenfords Primary School
Clovenfords
Galashiels
TD1 3LQ

Telephone: 01896 662 755

Type of inspection:
Unannounced

Completed on:
22 November 2022

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2003048117

About the service

Clovenfords Primary School Nursery is referred to as the nursery in this report. The nursery is registered to provide a day care of children service to a maximum of 37 children aged from 2 years to not yet of an age to attend primary school at any one time. Of those 37 no more than 5 are aged 2 to under 3.

The nursery is situated within Clovenfords Primary School which is a modern build in the small village of Clovenfords in the Scottish Borders. The nursery has a large playroom with direct access to the outdoor area. There is an additional meeting room, large hallway, laundry facilities, accessible toilet and nappy changing facilities.

About the inspection

This was an unannounced inspection which took place on 17 November 2022 between 8:30 and 15:45. We gave feedback to management on 22 November 2022 between 13:00 and 14:00. 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 fifteen children using the service and seven parents/carers
- spoke with six staff, one modern apprentice and head teacher and viewed seven staff feedback survey responses
- observed practice and daily routines
- reviewed documents.

Key messages

- Children experienced warm, caring and nurturing interactions from staff who knew them well.
- Effective communication with parents meant children's needs were supported and parents felt included in the child's care and learning.
- Staff worked well together and had built trusting relationships with children and families.
- Children benefited from high quality play experiences.
- Children's health and wellbeing was promoted with daily access to the outdoors.

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?	4 - 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 and support

Staff had developed a nurturing and inclusive ethos evidenced through their warm and caring approach towards children. Interactions between staff and children were responsive and engaging. Children's wellbeing was important to staff and embedded throughout their practice. Staff promoted children's independence, privacy and dignity in a thoughtful manner throughout the day. For example, when helping children with their toileting needs and when changing outdoor clothing. Children benefited from warm attachments which supported them to feel loved, valued and respected. A parent told us "I trust them entirely and know that when I leave my child they are safe and in good hands".

Children benefitted from effective personal planning which highlighted their care and support needs. For example, home to nursery transition information ensured children received continuity of care linking with home routines and ensured care was right for each child. Children and their families were central to the process of effective communication and information reviews. Very good use of chronologies highlighted significant events in the children's/families lives and enabled staff to respond quickly and sensitively to any changes. A parent told us "Staff are amazing and we always get information on how our child is doing at nursery".

Children experienced warm, unhurried and caring support at meal and snack times. Staff recognised daily routines as a rich opportunity to promote attachment. Children were involved in snack preparation and self service, encouraging them to be independent and develop life skills. Lunches were served in the school dining hall where we saw children were comfortable with this routine. Staff worked in partnership with parents to promote choice and encouraged children to try new foods while taking account of cultural and dietary needs. This meant children were able to build positive relationships with food.

Staff recorded accidents or incidents in order to reassure parents of any first aid administered to their child. Medication was stored safely and strategies to support the wellbeing of children had been put in place. This meant children were kept safe.

Quality Indicator 1.3 - Play and learning

Play was highly valued in the nursery. We observed children having fun, building friendships and confidently taking ownership of their play and learning. Staff were attuned to children's individual learning styles and had a very good knowledge of child development. A balance of spontaneous and planned quality experiences promoted children's choice and independence. This supported children to explore their own ideas and build on their interests and creativity.

Staff were skilled and confident when introducing additional materials to extend children's thinking and learning. For example, staff introduced pumpkins and allowed children to choose what they would like to do with them. Children had fun painting them, washing them and then decided they could cut them up. The then wanted to see how long it would take to cook in the oven before it turned 'black'.

Numeracy and literacy was promoted with a very good selection of resources available across the nursery. Staff were represented in school working groups for literacy and numeracy and this meant children benefitted from staff broadening their skills. Written signs, pictures and numbers were embedded in play experiences which meant children's understanding of what they were doing was reinforced. Parents got involved in the reading focus fortnight where they read stories to children. They could also take part in play and play sessions, open afternoons and assist in the provision of other activities in the nursery. Children benefitted from the effective use of loose parts play materials. This meant children's creativity was promoted as they were able to develop their problem solving skills. For example, children were learning about floating, sinking and what made the biggest splashes as they threw sticks and other loose parts into puddles. Children had fun finding out about the world around them.

Showbie was an online resource used to share children's learning, observations, identified next steps and photographs. This ensured parents were well-informed of children's learning and development progress. All parents agreed this was a very good resource as it meant they could access information at any time. Staff identified and supported children's achievements and this helped consolidate their learning.

Children benefitted from being able to choose between indoor and outdoor play as the free flow between spaces worked well for them. Children could take resources between areas which promoted extended learning and curiosity. Children spent a lot of time outdoors and enjoyed the benefits of fresh air, physical exercise and using open ended materials. Their play was not interrupted as they were able to enjoy their snack outdoors if they wished. We saw staff supported play well with very good levels of reflective questioning which promoted confidence and independence as they enjoyed 'safe' risky play. For example, some children liked to climb trees, staff encouraged this and helped children to reflect on their safety.

Children were accessing the wider community as nursery was an integral part of the wider school community. For example, children had the choice to take part in school assemblies where 'hot chocolate' awards were given out to each class of children, including nursery. This promoted self esteem and a sense of belonging.

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.

2:2 Children experience high quality facilities

The secure nursery setting welcomed parents, professionals and visitors. There was information displayed about staff and practice guidance displayed. This reassured parents of their child's wellbeing while at nursery. A parent told us "This is a great nursery and my child loves it".

Resources were of a very good quality and set up to meet the needs and interests of children attending. Homely touches, decoration and child led displays helped children to feel welcomed and included. Children were confident moving around the play room and between the indoor and outdoor spaces. This showed us children felt safe and secure in the nursery environment.

Children's health and wellbeing was prompted as children played outside for a sustained amount of time. Opportunities were available for them to engage in active and physical play such as climbing, building and running. We saw children actively engaged in loose parts play to create roads for fire engines and cars.

Children were involved in risk assessments of the garden area and this gave them a sense of responsibility in caring for their environment and themselves.

Toilets and nappy changing facilities were kept clean throughout the day. Effective infection prevention and control measures were in place and in line with current guidance. This meant children, parents and staff experienced a hygienic and healthy environment.

The homely feel in the kitchen area supported children to prepare foods, bake, cook and enjoy a social conversation with their peers and staff. This supported children's independence and their development of life skills.

Staff had a very good understanding of confidentiality and this was reflected in their communication with parents. A parent commented "staff are friendly and communicate well". Children's information such as care plans and registration information were kept securely. Sensitive information was only shared with those who needed the information to meet children's needs. This meant, protection of children's information complied with relevant best practice.

How good is our leadership? 4 - Good

We evaluated this quality theme as good, where several strengths impacted positively on outcomes for children and clearly outweighed any areas for improvement.

Quality indicator 3.1 - Quality assurance and improvement are led well

Children and parents benefitted from a service whose vision, values and aims promoted a positive learning environment. We observed staff to be motivated, happy and an enthusiastic team who created high quality outcomes for children. One parent told us "Nursery is a fantastic place for my child".

Improvement planning and quality assurance was good and involved collecting and acting on feedback from staff, parents and children. This meant everyone felt included and their views were listened too. Staff were committed to their role and shared responsibility for the monitoring and development of the service. This included tracking systems, team discussions and completing on-line journals. Staff attended continuous development sessions to ensure they felt supported in their role. Floor books were being reintroduced as staff recognised their importance in evidencing children's voices and for them to revisit events and experiences.

We observed a motivated staff team using reflection to positively inform practice underpinned by strong consultative relationships between staff and the head teacher. This told us the nursery had good capacity for change and improvement. In our staff survey staff recognised a long term staff absence had had an impact on the team, however they commented "it was all positive now" and "staff worked well together to create a fun, secure, nurturing and happy environment". The newly appointed early years officer would help consolidate the monitoring and development within the nursery.

To ensure continued improved outcomes for children and families staff were proactive in making good use of best practice guidance. For example, 'A quality framework for daycare of children, childminding and school-aged childcare' guidance, was discussed and reflected on by staff. This enabled them to reflect and implement their learning to meet the needs of all children.

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.

Staffing levels in the nursery ensured there were enough staff to carry out the vision and values of the service. We observed a confident and knowledgeable staff team who were respectful and supportive of each other. Positive role modelling between staff helped children develop positive and understand supportive relationships.

Effective arrangements were in place to promote continuity of care across the day which ensured positive transitions. This ensured there was always enough staff to focus on children's needs. Staff breaks were planned to minimise impact on children whilst enabling staff to rest and be refreshed. Additional staff were brought in to cover lunchtimes. The wellbeing of staff was of great importance to the head teacher and there was a positive ethos of attendance within the nursery. This meant staff felt supported and valued and children's experiences across the day were positive.

Professional development was a high priority for staff. This was supported by learning sessions where staff were able to discuss their practice and learning. Core training, such as first aid and child protection had been undertaken and updates were planned. Staff were encouraged to source specific training which related to leadership roles within the nursery. This meant the differing experiences, knowledge and skills of staff ensured the wellbeing of children.

An effective keyworker system promoted links between home and nursery. Families and children were kept informed of who would be caring for their child and transitions. This meant staff were able to develop positive attachments with children and provide very good levels of individual care and support.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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