# St Leonards Primary School Nursery
# Day Care of Children

St.Leonards Primary School
St. Leonards Street
Dunfermline
KY11 3AL

Telephone: 01383 602 434

**Type of inspection:**
Unannounced

**Completed on:**
5 February 2024

**Service provided by:**
Fife Council

**Service provider number:**
SP2004005267

**Service no:**
CS2004076695

## About the service

St Leonards Primary School Nursery is a daycare of children service provided by Fife Council. The service is in Dunfermline, Fife. They are registered to provide care to a maximum of 35 children at any one time from three years to those not yet attending primary school.

The nursery building is in the grounds of the primary school. It is close to green spaces, local amenities and can be reached by transport links.

Children have access to a large playroom, enclosed garden, and toilet facilities. They have lunch in a separate building on the school grounds.

## About the inspection

This was an unannounced inspection which took place on Monday 5 February 2024 between 08:30 and 17:30. 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 using the service and observed their play
- spoke with three families on the day and received feedback via an electronic link from four families
- spoke with staff and management
- observed practice and daily life
- reviewed documents

## Key messages

- Children were settled, happy and having fun as they explored the indoor and outdoor environments freely.
- Staff were nurturing, kind and caring in their approach to supporting children's individual needs.
- Children benefitted from a rich, well-resourced provision that promoted independence.
- Children, families, and staff benefitted from a committed leadership team that valued the importance of play and learning in early years.
- Staff were committed to ensuring children experienced high quality play and learning through a balance of planned and responsive opportunities.
- Children and families experienced supportive relationships with staff that ensured effective partnership working.
- The service should refer to medication guidance to support the management of medication.
- The service should develop a risk assessment to support the safe use of technology for sharing learning online.

## 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? | 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? 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 nurturing and warm interactions from staff who knew their likes and preferences. Staff took time to get to know children with a focus on building positive relationships. Children were supported to make choices as staff were attuned to their routines and what was important to them. Families described staff as loving and caring towards children. As a result, positive relationships had been made that ensured children felt safe and secure.

Children enjoyed snack in the playroom throughout the day when they chose. They accessed this area independently as staff had organised resources to promote this. Children had their lunch in the multipurpose hall that was in a separate building on the school grounds. This meant children had to leave the playroom and walk to the hall. Staff managed this effectively in small groups and meant the routine was calm. Children collected their food from the serving station and poured drinks from a dispenser. Staff sat and ate with children, engaged in conversation, modelling healthy food habits. We suggested ways to improve this experience to offer more opportunities to develop independence. This would allow children to have more choice in the selection of foods.

Children had personal plans in place that detailed important information. Plans were reviewed regularly to ensure information was current. When required, staff worked closely with other professionals. They were skilled at recognising where children may benefit from additional interventions. This was managed sensitively to ensure children received the support that was right for them in a timely manner. One family told us about their experience of services working together to support their child. As a result, they were keen for their child to remain part of the school.

The service had a system in place to manage medication. We found that the storage and reviewing of medication was not in line with guidance. We signposted the service to the Care Inspectorate guidance 'Management of medication in daycare of children and childminding services.' This would ensure medication is recorded and reviewed correctly to meet children's healthcare needs (See area for improvement 1.)

**Quality indicator 1.3: Play and learning**

Children were settled and engaged in play across the service. They told us they liked the toys, having snack and playing in the home corner and with the doll's house. Children were able to follow their interests as they explored the provision. We found there was little disruption to children accessing the breadth of indoor and outdoor learning as staff valued the importance of free flow play and choice.

Children's right to be consulted was promoted as staff asked if they would like to take part in planned experiences. For example, Child smile visited to talk with children about good oral health. Not all children wanted to take part in this, and staff respected their decision. As a result, children were listened to and felt valued.

Staff had created learning environments with purposeful areas and quiet, nurturing spaces. For example, there were cosy areas indoors with soft furnishings and low lighting where children could rest and use emotion resources to talk about feelings. This supported children to understand their emotions and promoted a sense of relaxation and calm.

Children benefitted from rich and well-resourced core provision with a variety of natural, open-ended resources. Staff had created inviting play spaces that children enjoyed exploring and investigating. Resources were organised to support children to make independent choices. This meant they spent sustained periods of time in spaces as they led their interests. Staff supported engagement through meaningful interactions and questioning. This extended children's thinking and supported them to make connections. Families commented on how busy children were and how they enjoyed their time in the setting. As a result, children were supported to have fun.

Children's learning and achievements were recorded in their personal learning journals (PLJ's). Staff documented meaningful observations, tracked children's progress and added how they would support next steps in learning. Journals were organised to support children to have ownership of these and add their pictures and what was important to them. This meant that children were valued as individuals and supported to make progress at a pace that was right for them.

Staff engaged with children at their level and chosen area of play. They provided opportunities for them to develop literacy and numeracy skills. This included enjoying creating and listening to stories using the 'Helicopter stories' approach, mark making with various materials and engaging with lots of rich resources.

The service had a planning cycle in place that offered a balance of responsive and intentional experiences. All staff contributed towards planning with a focus on ensuring a breadth of learning across the curriculum. Staff used their evidence of tracking children's progress from journals to identify what opportunities they would offer. We encouraged them to incorporate children's individual next steps into the weekly plan. This would ensure children continued to make progress through fun and meaningful ways.

Children had the opportunity to learn in a changing environment through the forest kindergarten experience. This took place at Pittencrieff Park. To ensure this opportunity was rich, staff made connections with the local outdoor nursery. They used this development opportunity to reflect on their knowledge of the experience and how they could improve this. This promoted a breadth of learning for children. Some families liked that children had the opportunity to take part in learning in green spaces. As a result, children benefitted from spending time in nature to support their overall wellbeing.

### Areas for improvement

1. To ensure children's healthcare needs are met, the provider should ensure that medication held is reviewed regularly and information recorded is consistent in line with guidance.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that "I experience high quality care and support based on relevant evidence, guidance and best practice." (HSCS 4.11)

## 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 benefitted from a large playroom, direct access to an enclosed garden, toilet facilities accessible from the room and other areas within the school grounds. The service was well maintained and furnished to a high standard. Staff had created inviting spaces using a variety of furniture and authentic resources. The playroom was spacious and reflected children's interests and planned learning experiences. The room was warm and benefitted from natural light and ventilation.

The outdoor space offered children a safe place to play as high fencing created a secure boundary around the garden. Staff were creative in their approach to ensuring a breadth of experiences. They recognised this area was an ongoing development.

The service had a system in place for the monitoring and repair of the facilities. Staff carried out daily checks of areas and children took part in assessing the garden for risks and recorded their findings. This meant that children were safe as they explored and were being supported to develop an understanding about risk and how to keep themselves safe.

Infection prevention and control measures were in place as the service had arrangements for regular cleaning. Staff encouraged children to wash their hands at key times and children were confident in these routines. We reminded the service to ensure all staff promoted effective hand hygiene across the day.

A variety of learning in different weather conditions was experienced by children. Staff valued the importance of outdoor play and ensured this was offered for the session. They recognised some children preferred to engage with the provision outdoors. As a result, children's health and wellbeing was supported.

Risk assessments were in place for most aspects of the service to ensure risks were minimised across the provision and experiences. These had been reviewed by the leadership team. We encouraged them to involve staff in the process to ensure they were clear about their role in minimising risks and making changes when required.

The service used an online platform to share learning with families. We suggested they look at how they ensure the safe use of personal technology when sharing learning online (See area for improvement 1.)

### Areas for improvement

1. To ensure children's health, safety, and wellbeing is promoted, the service should assess and document steps they take to promoted the safe use of technology when sharing learning online. This would ensure staff were clear of actions they should take to minimise potential risks.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My environment is secure and safe' (HSCS 5.19).

## 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 improvements are led well**

The service promoted an ethos that was welcoming, warm and inclusive. Staff valued the importance of families being involved in their child's learning. Through reflective discussions, listening to families and evaluating how they promoted family learning they made changes to the delivery of their programme. For example, stay and play sessions allowed families to take part in organised activities that linked to children's interests. Families told us they enjoyed these sessions as it gave them an opportunity to experience how learning was promoted.

Children, families, and staff benefitted from a committed leadership team. They promoted high aspirations for children through a shared vision of respect, fairness, and ambition. They were creative in their approach to ensuring these values were promoted through celebrating achievements and successes. Children spoke about being 'Leo learners' and their kindness hearts. They regularly visited the school, spending time with staff and children. This promoted connection to their school community and supported transitions.

Self-evaluation for improvement was at the heart of the service and embedded into regular reflections by staff and the leadership team. This commitment enabled them to deliver high quality care and support tailored to children and family's needs. Their commitment to evaluating the service ensured continuous development.

Children and families were regularly consulted, and their views gathered. Staff were keen to ensure their suggestions were recorded. They did this with questionnaires, evaluation questions in their floor books and face to face discussions. This gave a strong message that their views mattered.

Staff were committed to meeting children's needs. They worked closely with families to ensure they understood what was important to the child, respecting families' preferences and wishes. Staff took time to build positive relationships with families and children. They were able to tell us how they were supporting each child, the progress every child had made, and their role in ensuring positive outcomes. Families described staff as "amazing and fantastic."

The leaders were invested in ensuring the team felt supported. This ensured the smooth running of the provision and created a culture of respect, care, and support. They recognised and valued the skills, knowledge, and commitment of the team in their work with children and families. As a result, staff felt valued, included, and respected.

The service had a robust and effective quality assurance system in place. This included ensuring staff benefitted from protected time to support professional development opportunities. The leadership team carried out regular monitoring of children's journals, planning experiences and spent time in the provision. From this they were able to identify strengths and areas for further development. This meant that they were able to support positive change.

## 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 service that was appropriately staffed to meet their needs. Staff worked very well together and ensured children were able to access the full provision. They recognised that some absence had an impact on the team structure, however, their team approach and commitment meant children received consistency in care and support.

Staff skills, knowledge and interests complimented one another. They recognised the value each team member added. This resulted in quality experiences for children. We observed staff to be kind, supportive and caring towards one and other. This had created a positive working environment where staff "loved" being part of the team at St Leonards Nursery.

Staff told us they felt supported by the leadership team as their wellbeing was a priority. Weekly protected time to complete tasks ensured they were able to fulfil their role as they planned for children's individual care, play and learning experiences.

Across the day, staff communicated very well together to ensure children's safety. For example, staff breaks were well managed to ensure their wellbeing without disruption to care and learning. This supported children's sense of security and overall wellbeing whilst ensuring staff had time to rest and refresh.

Regular team meetings were arranged to ensure all staff were included regardless of their shift pattern. This provided opportunities for staff to come together and discuss the service, ensure a consistent approach to supporting children and create opportunities for them to reflect. Most staff told us they knew what was happening in the service as the team were very good at keeping them updated. As a result, children and families experienced continuity of care and support.

The deployment of staff within the service was well managed and effective to meet children's needs. Staff had a very good understanding of their role as expectations in each area and their role in supporting children to access rich provision had been established.

Staff were committed to ongoing professional development and accessed a wide variety of training to enhance their knowledge and learn new skills. For example, some staff had completed training on recording quality observations, had visited other early learning settings and completed the 'Quality Curriculum' course. They were able to reflect on their learning and discuss the positive impact this had on experiences and outcomes for children. As a result, children benefitted from a committed team.

The leadership team valued and supported the staff team. They promoted leadership roles at all levels by recognising staff strengths and supported them to lead on areas that were important to them. For example, staff had opportunities to develop skills in mentoring and supporting colleagues in recording and extending children's learning through quality observations, leading on family learning, and delivering 'Helicopter stories' to promote literacy development. This meant that staff's skills and commitment was recognised and valued.

Children benefitted from a service that valued their right to play and have fun through quality interactions, positive relationships, and an enabling environment. As a result, children, families, and staff were happy at St Leonards Primary School Nursery.

## 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? | 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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