St. Andrew's Primary School Nursery Class
Day Care of Children

Hawley Road
Falkirk
FK1 1SH

Telephone: 01324 508 650

Type of inspection:
Unannounced

Completed on:
2 November 2022

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2011304959

About the service

St. Andrew's Primary School Nursery Class is registered to provide a care service to a maximum of 64 children aged 3 years to those not yet attending primary school.

The service is located in Falkirk and is set within a purpose-built building within the grounds of St. Andrews Primary School. The main playroom had been extended to include a large cloakroom area, office, staff toilet and a dining area. Children were able to directly access the enclosed garden.

About the inspection

This was an unannounced inspection which took place on Wednesday 2 November 2022 between 09:00 and 17:15. 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 several children using the service and three parents.
- spoke with staff.
- observed practice and daily life including staff interactions with children
- reviewed documents.

Key messages

- Children felt respected by staff that were warm, kind and compassionate.
- Staff needed to develop snack and lunchtime routines to ensure children were supervised at all times.
- Children were able to make choices about whether to play indoors or outdoors throughout the day.
- The management team was committed to delivering a quality service.
- Staff being deployed effectively promoted the safety of children.

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?	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? 5 - Very Good

Key Question 1 - How good is our care, play and learning

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

1.1 Nurturing care and support

Children were respected by staff who interacted with them in a warm, kind and compassionate way. They listened to children and supported them to manage their feelings using calm and effective communication including the use of visual aids and sign language. This helped children to feel safe and valued.

Staff understood the importance of developing and maintaining relationships with children and families. Transitions into nursery from home had included a home visit followed by short visits to the nursery. Staff welcomed families at the door and invited them in. Parents were made to feel welcome chatting with staff and staying with their children until they felt they were settled. Staff recognised that secure attachments led to children becoming confident and resilient.

All children had a personal plan in place with information that reflected their current needs. This supported staff to provide personalised care that met their health, welfare and safety needs. Daily huddle meetings supported staff to share any changes so they could respond quickly, sensitively and compassionately. Staff were being supported to reflect on and develop the quality of the observations recorded within children's learning journals. They recognised the importance of sharing good quality information with families about children's progress and learning so that they felt included. Outcomes for children will be improved further, as staff deepen their understanding of tracking children's progress over time.

Children enjoyed a relaxed, unhurried and sociable routine during lunch time. They were supported to develop important independence skills when pouring drinks and self-serving food. Food choices were nutritious and children with dietary requirements were supported in an inclusive way. Lunchtime routines included staff sitting with children chatting and positively role modelling social behaviours. Children were given the choice of eating snack indoors or outdoors in the garden. The service continued to review and develop snack time routines to ensure a rich opportunity where staff were focused on children and responsive to their needs.

Quality indicator 1.3: Play and learning

Staff planned children's play and learning experiences in response to their interests. Children were fully engaged in a wide variety of play and learning experiences and had fun. Block play was a favourite as children built bridges and towers. Children told us they liked to play outdoors. They enjoyed running in the rain and experimented with paint in the puddles. A number of children had spent the morning in the woods. They said, "We go to the woods and play with leaves and sticks." Children's experiences were being enhanced and they felt a sense of belonging through the use of the wider community.

Staff had a good understanding of child development and the importance of supporting children's emotional wellbeing. Huddle meetings provided opportunities for staff to discuss children's changing needs and interests. This meant staff could plan responsively giving consideration to provocations that would

encourage children's interest and curiosity and support their progress and learning. Children's progress and learning was celebrated with families through online learning journals, floorbooks and wall displays.

How good is our setting? 4 - Good

Key Question 2 - How good is our setting?

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 calm, welcoming environment. Staff continued to reflect on how children used the areas and made changes to ensure they were interesting and comfortable. Children were busy and having fun as they engaged in their learning. The newly extended parts of the service, including the dining area and cloakroom, continued to be developed. The acoustics in the dining area, for example, created noise levels that had a negative outcome for some children. They preferred to wait until the area was quieter before choosing to go for lunch. The fire door leading to the cloakroom and the children's toilet door were heavy and children struggled to open them independently. The service had raised these issues with the Local Authority. A solution to these issues would support children's independence, safety and privacy and dignity as staff were tempted to wedge the doors open.

Children had space to relax and spend time alone or in a small group. Restful quiet areas had been thoughtfully designed and children were offered a choice of toys and resources supported by the responsive interactions of the staff team. We saw children relaxing in areas with sensory lighting and playing imaginatively in the home corner. A child said, "I am making cakes with flour and honey,."

Children freely accessed the outdoor garden throughout the day. Staff recognised the positive impact being outdoors had on their wellbeing. Children had opportunities to develop gross motor skills as they climbed and balanced on loose parts and had fun as they experimented with paint as they made 'fireworks' in the puddles. They had learned about planting and growing harvesting potatoes, courgettes to include in cooking activities and pumpkins for Halloween. Children were learning about the importance of being active and eating healthily.

Staff implemented infection, prevention and control routines to keep children healthy and safe. The environment was well ventilated, hand washing was promoted and regular cleaning took place. We would encourage staff to be clear about the correct use of disposable gloves giving consideration to good practice around changing gloves as required and hand washing in between each change.

How good is our leadership? 4 - Good

Key question 3 - How good is our leadership?

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 improvement are led well

The statement of vison, values and aim of the service and policies and procedures were shared with families

so they knew what the service offered and felt included. The vision for the service included, "a place where all children and families feel welcome, safe and happy and valued. All children are supported to reach their full potential."

The management team were committed to providing a quality service. They demonstrated a commitment of pastoral care to the staff team promoting a positive ethos and were focussed on building and maintaining relationships with children and families. This meant staff, children and families felt valued and respected in the service.

Staff were involved in meetings that enabled them to be included in the development of the service. Individual strengths and interests were discussed as the service developed leadership roles. Team meetings provided an opportunity for staff to have a voice. It was recognised that a more solution focussed approach by all staff would support the improvement and development of the service and improve outcomes for children.

The management team were focussed on building a culture of self-evaluation and quality assurance. Monitoring and auditing, collaboration with staff, children and families and professional learning had supported reflective practice across the team. The introduction of 'what matters to me' formats within children's personal plans ensured that children's voices and their rights were being considered when developing care and support and planning their play and learning experiences. The service continued to develop an understanding of what they do well, how they know and what they plan to do next. Robust and transparent quality assurance processes were resulting in a culture of continuous improvement.

How good is our staff team? 4 - Good

Key question 4 - How good is our staffing?

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

Staff were deployed well across the service throughout the day. They were available to speak with families at drop off and collection providing familiarity and continuity. Staff were confident to seek each other out for support and worked together as a team. Communication was effective and breaks well planned to ensure children's routines were not interrupted. A flexible approach meant children were supported at all times. At busier times routines had been established that promoted the safety of children.

Children's emotional wellbeing and relationships with families were supported by a consistent staff team. Staff changes had been managed well and information was shared with families so they were familiar with staff employed in the service. The key worker system provided opportunities for staff to build close relationships with children and 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?	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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.