Drummore Nursery Class
Day Care of Children

Drummore Primary School
Shaw Lane
Drummore
Stranraer
DG9 9PY

Telephone: 01776 840 235

Type of inspection:
Unannounced

Completed on:
26 May 2023

Service provided by:
Dumfries & Galloway Council

Service provider number:
SP2003003501

Service no:
CS2013315003

About the service

Dumfries & Galloway Council is the provider of the service. Drummore Nursery Class is located within the Drummore Primary School in the town of Drummore.

The service can provide up to 15 childcare places for children over two years of age until they start primary school. Drummore Nursery Class is close to local amenities, green spaces, parks, and transport links. Children have access to a playroom, enclosed garden, designated nursery toilets and changing area.

About the inspection

This was an unannounced inspection, which took place on 24 May 2023. To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- observed practice and daily life;
- spoke with children using the service;
- reviewed documents;
- spoke with the manager and the staff team; and
- emailed parents/carers to gather their views and feedback.

Key messages

Children were all very happy, settled and having fun as they played alongside or with friends.

Children were meaningfully and actively involved in leading their own play and learning.

The outdoor environments were sensitively structured and took account of children's stages of development and learning.

Children's and families' views were actively sought to inform the development of the setting.

Children were valued, trusted and supported through supervised child-led play.

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

Quality indicator 1.1: Nurturing care and support

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.

There was a great deal of chatter and laughter between the children and the staff. In addition, children were all very happy, settled and having fun as they played alongside or with friends. This contributed to children feeling happy and secure within the setting.

Children experienced warm, caring and nurturing approaches to their care and learning. We saw staff being very nurturing, taking time to listen to and respond to children, and offering comfort, cuddles and reassurance when needed. This contributed to positive attachments being formed and children having a sense of belonging and feeling valued.

Children enjoyed eating together in an unhurried and relaxed atmosphere, ensuring a caring and positive social experience. Staff sat with the children, and this promoted positive social habits, including children being supported to self-serve. A parent told us: "My child can choose from a healthy range of snacks and meals every day." Children were offered nutritious meal choices which took account of current good practice guidance, 'Setting the Table'.

The personal plans we sampled demonstrated that staff knew the children in the service very well and adapted how they supported them in a flexible, but consistent way. Children who needed additional help were well supported. Staff demonstrated that the steps they took, including effective relationships in partnerships with external agencies, were working well. It was encouraging to see that the parent/carer voice was sought and listened to by staff. This supported the children to be happy and confident, staff had effectively used personal plans to enhance care, support and learning opportunities.

There was a strong commitment to work in partnership with families. This ensured that children received consistent and appropriate levels of care and support. There was daily communication with families at drop off and collection time. The service used a social media page which supported good opportunities for communication and information sharing between families and the service. Parents were very positive about the level of information they received at collection time. One parent stated: "I am given good quality information about my child's day."

Quality indicator 1.3: Play and learning

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.

Children were meaningfully and actively involved in leading their own play and learning through a balance of spontaneous and planned high quality experiences; that promoted choice and independence. Parents told us: "I am fully involved and informed about my child's learning and development."; "My child has opportunities to be involved in meaningful, interesting and fun play experiences."; and "The variety of experiences and opportunities has enriched their play and learning."

Planning approaches were child-centred and responsive to children's interests and life experiences. Children were happy and confident during play and were progressing in their learning and development. We saw staff facilitate experiences that sparked children's curiosity and extended their individual interests. One child told us they, "Liked to play with my friends on the train.", while another child shared, "I like play in the mud kitchen." Whilst planning approaches were responsive, we asked the manager and staff to consider documenting how they extend children's interests and build on their experiences through effect evaluations. This is to ensure that skills are developed across a breadth of experiences and, where necessary, children are challenged to develop new and existing skills.

The service had a raised bed which did provide children with learning opportunities and enhanced connections to nature and the wonder of the world around them. The parents supported the service with this learning and development by helping with the planting, watering and the weeding. The children could name all the plants which were growing in the raised bed. This demonstrated that it was extending their vocabulary and increasing their confidence as communicators.

There were very good links with the community with a range of opportunities for children to participate in meaningful outings. To strengthen children's voices and include them in the planning of experiences, a display of outings was used so they could choose where they wanted to go. These included visits to the beach, walks, parks and visits based on children's interests, such as, visiting the telephone box which operated a book swap experience. These links with the community helped to develop children's sense of belonging and knowledge of their local places.

We observed very good quality play, learning and development opportunities for children. Children were empowered to be fully involved in their play and learning through the skilled interactions of staff. The manager and staff provided a stimulating, challenging and creative setting where children could engage in self-directed play. Children played independently and in small groups. We observed imaginative play where children made mixtures and served cups of tea to staff and each other. Staff joined in pretending to drink the cups of tea and eat the mixtures.

The play experiences on offer supported the development of a wide range of language, literacy and numeracy skills. For example. The children had a café with coins and a price list. Stories and games were in all areas. Staff intervened when needed to support and enhance the children's play.

How good is our setting? 5 - Very Good

Quality indicator 2.2: Children experience high quality facilities evaluation

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.

The setting was very comfortable and welcoming, and furnishings were of a high standard, with plenty of natural light and ventilation. Children had ample space to play and explore their surroundings. We observed children enjoying a story in the quiet area which had comfortable seats and cushions.

The outdoor environments were sensitively structured and took account of children's stages of development and learning. Spaces reflect children's current interests and curiosities, with appropriate resources and materials to support learning. For example, children's current interests were bugs and mini beasts, so they had built a bug hotel. There were also examples in the floor books of how this had supported the children's

learning. A parent shared: "My child has the opportunity to play outdoors every day."

The playrooms were decorated in neutral colours which promoted calm, natural spaces for the children. The manager and staff team shared their understanding of the Education Scotland 2020 document 'Realising the Ambition: Being me', guidance and how that had supported the team to set up the environment. Both indoors and outdoors made good use of the space available to encourage children's independence. The children could access and choose activities and resources freely. A parent told us: "My child has access to a good range of quality toys and play materials." We suggested increasing the use of open-ended resources to further support children's curiosity, imagination and wonder about the world.

The indoor and outdoor environments took account of the age and stage of the children and encouraged their interests with appropriate resources and equipment to support their play and learning. Children were confident and relaxed as they moved around the playrooms and outside.

Infection control measures were in place throughout the service to minimise the spread of infection. Children were reminded and supported where needed to wash their hands. We saw staff washed their hands often, role modelling for the children the importance of good hygiene to keep children and staff safe and well.

Staff worked well together to identify and remove risks to children within the setting, both indoors and outdoors. Risk assessments were in place; however, a few did not have the date, signature or service name on them.

How good is our leadership? 5 - Very Good

Quality indicator 3.1: Quality assurance and improvement are led well evaluation

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.

The manager promoted a positive attitude to change and recognised the importance of including others in the development of a shared vision. Staff felt well supported by the manager and shared that they were approachable, and very hands on. This resulted in a strong ethos across the team and service which clearly demonstrated the service's aims and objectives for children to reach their full potential. Parents also felt included and one commented, "I am confident that the manager has the appropriate skills, knowledge and experience to care for my child."

Robust quality assurance systems, including informal and formal monitoring was in place and carried out by the manager. The manager and staff had a very good understanding of Education Scotland's 2016 document, 'How good is our early learning and childcare' and the Care Inspectorate's 2022 document, 'A quality framework for daycare of children, childminding and school aged childcare'. The manager and staff told us they used these documents as an evaluation tool to reflect and support assessment and improvement within the service.

Children's and families' views were actively sought to inform the development of the setting. This had been carried out using Microsoft forms, question of the month and social media. This was further enhanced because staff shared what they did with the feedback families provided. This demonstrated that families' views mattered and positively influenced children's experience within the service.

A comprehensive improvement plan was available, and stakeholders told us they were asked to contribute to this, and their views were used to implement change. This supported a culture of collaboration where all stakeholders felt valued and listened to.

Policies and procedures were in place which underpinned the service and supported staff practice. These were reviewed annually to ensure they continued to follow best practice and remained relevant to the service.

Accidents and incident forms were in place and filled in correctly. These had been shared with parents. We asked that the approach to recording accidents and incidents be developed to include a regular audit. Audits of incidents can inform improvements and children's care because they highlight any reoccurring patterns.

How good is our staff team? 5 - Very Good

Quality indicator 4.3: Staff deployment

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.

There was a strong positive ethos within the service. Children were valued, trusted and supported through supervised child-led play. The staff were extremely skilled, dedicated and nurturing. They were all enthusiastic and committed to providing a positive experience for the children in their care. Staff were respectful and supportive of each other. They were very warm, caring and sensitive in their approach and demonstrated positive teamwork, which promoted a happy and secure environment for children. They were responsive and respectful of children during interactions and play, which supported children to feel safe and secure.

There was a very good mix of skills, knowledge, and experience within the staff team. Staff were supportive of each other and communicated well, ensuring the children's play and learning experiences were consistent throughout their day. Effective staff deployment within the service ensured that children's individual needs were being met by the appropriate number of staff.

There was continuity of care for the children. For example, when staff went to lunch, they made sure other staff knew and that there was enough staff in place to support and supervise children. Staff were responsive to children's needs, and we observed effective supervision and quality engagement with children in all playrooms.

Staff had the opportunity to take part in training. They were enthusiastic about continuing with their professional development. They were able to discuss the impact this had on their practice and outcomes for children. For example, the Care inspectorate's 'My active world' document and how this was going to support the further development of learning in the woods next year.

We found that all staff had a good understanding of children's safeguarding procedures and spoke confidently of the steps to take should a concern or a support need arise for a child or family. We found that staff were confident in communicating with external agencies and understood the importance of relevant

information sharing within the team. Staff engaged in various multi-agency meetings and maintained records of discussions and actions to be taken forward to support families.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

We recommend that the nursery puts in place a system of effective Personal Plans which support the health, welfare and safety needs of children using the service.

Ref: National Care Standards, early education and childcare up to the age of 16. Standard 6: Support and development.

This area for improvement was made on 13 November 2017.

Action taken since then
The service had reviewed and improved their personal plans in line with current guidance and legislation.

This area for improvement has been met.

Previous area for improvement 2

Management and staff should continue to use effective self-evaluation processes, such as 'How Good Is Our Early Learning and Child Care.

Ref: National Care Standards, early education and childcare up to the age of 16. Standard 13: Improving the service.

This area for improvement was made on 13 November 2017.

Action taken since then
The service had significantly improved self-evaluation and has a robust system in place.

This area for improvement has been met.

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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