Levenvale Primary Nursery Class
Day Care of Children

Argyll Street
Levenvale
Alexandria
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Telephone: 01389 773 747

Type of inspection:
Unannounced

Completed on:
1 April 2022

Service provided by:
West Dunbartonshire Council

Service provider number:
SP2003003383

Service no:
CS2018365067

About the service

Levenvale Primary Nursery Class was registered by the Care Inspectorate on 16 August 2019 to provide a daycare of children service to a maximum of 80 children aged from three years old to not yet attending primary school.

The service is situated within Levenvale Primary School in Alexandria and is provided by West Dunbartonshire Council.

Children have access to three large playrooms, which are open to promote free flow play, and two outdoor areas. There is also a woodland area adjacent to the school where children can engage in forest school activities.

What people told us

We provided the service with parent/carer questionnaires to distribute. Eight completed questionnaires were returned to us. Comments from these questionnaires are included throughout the report.

Self assessment

We did not request a self assessment from the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this theme as very good.

Children benefitted from a caring learning environment where they were supported to reach their potential. There was strong evidence of child centred, responsive play and a focus on nurture, wellbeing and mindfulness. Children enjoyed free flow active learning opportunities in the playrooms, outdoor areas and at forest school. Staff were responsive and attentive and had developed warm, caring relationships with all children. They knew children well and were aware of their individual needs and preferences. This positively impacted on children's wellbeing; supporting children's communication skills, helping them to learn how to communicate their feelings, interact with others and develop their thinking and understanding.

We observed children having fun and experiencing a good quality of play, learning and development opportunities.

We could see that staff were passionate about providing children with quality early learning and childcare. Children were happy and active throughout the inspection enjoying a balance of adult directed and freely chosen activities which were supporting them to develop key skills.

Resources were displayed so children could access them independently. Children were confident at approaching staff for support, help and reassurance at appropriate times. As a result, children were developing positive attachments with the staff team. Children were spoken with and listened to in ways that encouraged them to feel valued and included.

There was an inclusive ethos with parents and families valuing good communication and sharing of information. There were very good examples of communication and links with families using online systems such as Dojo, use of activity packs and videos for families to engage at home with their children and recent stay and play sessions at the nursery. These sessions provided opportunities for parents to see the nursery environments, spend time looking at learning journals with their children and update care plans and learning targets.

The majority of parents commented that the nursery had managed communication well during the pandemic, for example, "I always feel well informed", "I am very pleased with the communication I receive" and "My child has very supportive relations with all the staff".

Transitions were very well managed. Parents and children could engage in an induction process which helped create smooth transitions into nursery for children during the pandemic. There was an emphasis on early level engagement with primary one. Staff had developed a range of opportunities for children to enjoy shared experiences to help reassure them and build confidence, for example, children regularly visited the school infant area to use their play resources.

Snack and lunchtime provided nurture for children with staff supporting them and promoting independence. We observed lots of caring, social interactions where children developed their conversational skills and enjoyed taking on responsibility for tasks.

We sampled a range of children's care plans and learning journals. We found that these were very well documented and demonstrated that staff had very good knowledge of children and their families and a focus on positive transitions and health and wellbeing. Children's learning and development was carefully assessed and tracked to ensure that children experienced very positive outcomes. Staff told us how observing and recording observations for all children and engaging in peer reviews of care plans helped them to get to know children and support individualised care and learning.

We spoke to staff about child protection and found that they were aware of the service policy and procedure. They were also aware of national supplementary guidance on child protection but had not yet completed training on this. We asked the manager to review this guidance with staff to ensure that staff were consistently implementing this in practice.

We assessed the policy and procedure on medication in the service and were satisfied that procedures were in accordance with Care Inspectorate guidance and that children were safeguarded and protected.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this theme as very good.

The nursery premises provided a welcoming environment and evidence of children's learning was displayed throughout. The displays were used to celebrate achievements, increase children's self-esteem and to support learning.

Staff provided a calm yet productive environment for children. Playrooms were bright, spacious and well ventilated ensuring a comfortable environment for children and staff. There were softly furnished spaces providing safety, security and nurture for younger children and areas for group and solitary play. Rooms were partially open to the secure outdoor area and this helped to encourage children to play outside.

Staff understood the value and ethos of outdoor learning. They planned, reviewed and audited outdoor provision to develop and build on resources and maximise learning opportunities for children. They were motivated and enthusiastic to further develop outdoor spaces by visiting other services to observe their environments and creating opportunities for children and families to experience and explore the natural environment.

All children engaged in outdoor play. There was a range of quality hands on resources to stimulate curiosity, creativity, inquiry and problem solving, for example, chalk boards, tyres, water play, sand and mud area, mud kitchen, outdoor boat, hunt climbing arch, and outdoor classroom. We saw children enjoying open ended play using loose parts and transient materials. Some children were very engaged in creating pathways, towers and structures using wooden planks and tyres. Other children used large wheeled trucks to transport dirt to this area. Real tools were available to introduce risk benefit play. Children also had scheduled access to the forest school area, an enclosed all weather pitch and a fantastic outdoor field full of natural and sensory elements. Staff and children were working on plans to build a bug hotel in the field to introduce children to caring for animals.

Appropriate risk assessments and procedures were in place. Children were supported by staff to complete daily risk assessments outdoors to encourage responsibility in risky play.

We sampled accident and incident records and saw that management audited these to identify common patterns or reoccurring concerns.

Precautions were taken to prevent spread of infection, for example, sanitising/handwashing.
Staff were very aware of current good practice guidance and had completed training on infection control and safe practices.

There were arrangements in place for isolation of children if they became unwell and detailed risk assessments including Covid-19 mitigations.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this theme as very good.

Children in the nursery were supported by staff who demonstrated a positive attitude and believed in helping each child to reach their potential. Staff were skilled at enabling children to take on responsibilities which developed their confidence and independence whilst staying safe in the nursery. We observed children independently serving their lunch and drinks with prompting from a responsive staffing team. This supported children to develop their own health and wellbeing in line with national guidance such as "Setting the Table".

Children were consistently respected and listened to at the service. Children were supported to record their voice in learning journals and floor books. One parent told us, "I have no concerns at all about how well the staff know my daughter. They are very attentive and always seem to take the time to speak to her and the other children about what they have been doing and what they like". To enable children to develop their skills in understanding, thinking, investigation and problem solving, staff provided meaningful opportunities for children to lead their own play and learning.

Staff worked well together and were respectful in their interactions with each other. This created a warm atmosphere for children to feel safe and secure. Good communication supported valuable conversations between the team. For example, staff recorded observations for all children as they played within a free flow environment. This meant there were comprehensive records of children's progress maintained within their learning journals. This example of effective team work ensured care and support was consistent because people worked well together to identify achievements and next steps for the children in their care.

Staff were highly motivated to continue improving the nursery and had realistic targets and how to achieve these. Outcomes and experiences for children were the focus of any changes or improvements.

Staff systematically evaluated and reflected on activities, the environment and resources taking account of good practice guidance.

Staff spoke positively about their roles and told us they felt listened to and able to share their ideas with colleagues and managers. Most staff told us about opportunities to be accountable and lead projects such as swimming in the community and forest school. We found staff were enthusiastic and keen to further develop their skills and consider the impact of learning on their practice and outcomes for children in their care. This ensured any new projects introduced were purposeful and enhanced children's experiences.

We recognised that there have been recent changes in the senior leadership team. However, through effective working relationships we found these changes had not impacted on outcomes for children. Staff felt supported by the senior leadership team. Supervision systems and quality assurances in place allowed time for reflection on practice, skills and training needs. Staff received feedback from the senior leadership team with training opportunities being made available. Staff also took responsibility for their own professional development and embraced any new opportunities to learn.

Children were kept safe because all of the care staff were registered with the appropriate professional bodies such as Scottish Social Services Council and the General Teaching Council Scotland. Staff had been recruited safely and undertaken appropriate induction processes.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this theme as very good.

Throughout this inspection we found the management team to be very responsive and committed to improving outcomes for children. We saw effective leadership with management successfully nurturing staff through the recent changes in the senior leadership team. Measures had been put in place to compensate for this and ensure that the service continued to be well lead. Leaders were integral to the service, were personable and approachable for both staff and parents. The manager was organised, accessible and positively influenced the delivery of the service.

Staff told us that communication between the management team and staff was commendable and this helped them to feel more confident and valued. Very good direction and support for staff was impacting positively on children's experiences. We observed high staff morale and a staff team that were motivated and proud of their achievements.

We considered service management processes, self evaluation and the service improvement plan. A range of quality assurance and audit processes were in place which helped support the monitoring and development of the service. These included moderation, staff leadership reviews, reflection on practice, tracking systems, team meetings and collecting views from parents. The service also regularly gathered feedback from children which was used to plan the development and improvement of the service.

The service 'ensuring quality calendar' evidenced professional dialogue, senior leadership team monitoring, peer moderation and consultation with children and parents. Staff engaged in business/impact meetings and collegiate opportunities. They were given responsibilities and supported to be leaders of learning. Champion roles such as parental engagement, community links and health and wellbeing and nurture gave staff autonomy and support to develop early learning initiatives.

We discussed recent changes in the service with the manager and asked that relevant notifications are timeously submitted to the Care Inspectorate. The manager agreed to do this.

We have confidence that the service has a clear vision of what they want to achieve and are well-placed to continue their improvement journey.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

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.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

This service does not have any prior inspection history or grades.

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