Dalreoch Primary School ELCC
Day Care of Children

Kings Way
Dalreoch
Dumbarton
G82 5AZ

Telephone: 01389 774599

Type of inspection:
Unannounced

Completed on:
15 June 2022

Service provided by:
West Dunbartonshire Council

Service provider number:
SP2003003383

Service no:
CS2019377100

About the service

Dalreoch Primary School ELCC is a service provided by West Dunbartonshire Council and is situated within Dalreoch Primary School in Dumbarton, West Dunbartonshire. The nursery is within the main school building.

The nursery consists of three connected playrooms which offer a variety of opportunities for play and learning. Toilets and changing facilities are located off the playrooms. Children have access to a large secure outdoor area. This offers children opportunities for daily access to fresh air and outdoor play experiences.

The service is located in the centre of the local community and has access to local amenities and public transport.

Dalreoch Primary School ELCC registered with the Care Inspectorate on 9 September 2020. The service is registered to provide care for a maximum of 72 children aged from 3 years old to not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on 15 June 2022 between 10:45 and 14:45hrs. 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
- sent out a family questionnaire and received six responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

The senior leadership team shared their vision for high-quality care and support.

Children were nurtured and supported throughout their daily experiences.

Staff used effective observations and skilled interactions to promote children's creativity and curiosity.

Children were meaningfully and actively involved in leading their play.

Parental involvement in the service was strongly encouraged.

The service had developed strong links with the local community.

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

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We evaluated this key question as very good.

Quality Indicator 1.1: Nurture Care and Support
Children attending the service were happy and confident in their surroundings. Staff spoke affectionately about the children and knew them well.

Children had the choice to attend two lunch sittings. We saw staff sitting with children encouraging sociable chats. Staff told us this was an opportunity for them to build strong relationships and close attachments. Children enjoyed a relaxed and unhurried lunch. The environment was warm and welcoming, for example, tables were set with tablecloths, flowers and cutlery.

To promote independence, confidence and self-esteem. Children were included in the overall lunch experience. Children excitedly told us they made bread every day and enjoyed being 'lunch helpers'. At lunch we observed children developing their independence skills, pouring their own drinks, serving themselves and clearing their dishes away. This approach enables children to build social skills and behaviours associated with eating and drinking.

To support children in reaching their full potential. Staff worked closely with families and other professionals to identify and plan care and support which reflected children's individual needs. They included speech and language teams and health visitors. One parent told us, "the nursery have gone above and beyond to engage with my child and encourage speech and interaction."

We reviewed children's personal plans. We saw effective information sharing between families and staff. This reflected children's individual needs, routines, likes and dislikes. This information was used by staff to support children's well-being and promote consistency and continuity of care.

Floor books and learning journals were used to capture children's achievements and celebrate their work. Staff used this information to plan for children's future learning and development journeys.

We reviewed the settings medication policy and procedures during our visit. We found medication was stored securely and out of reach of children. Documents were accurate and reflected children's individual health needs and requirements. Details included the type, strength and dosage of medication.

Quality Indicator 1.3: Play and Learning
We saw children having fun. The settings design enabled children to move freely between indoor and outdoor environments. Children were working together, filling buckets and transporting water across playrooms into the garden area. This type of play supports children's social, emotional and language development.

Children were meaningfully and actively involved in leading their play. There were a variety of resources available to stimulate children's interest and enhance play and learning. This meant they had the freedom to choose where they played and what they wanted to play with.

Staff used effective observations and skilled interactions to promote children's creativity and curiosity. We saw children balance a chair on large blocks to construct a castle. Effective use of questioning extended children's thinking and consolidated their learning.

Staff worked in partnership with the local community to provide children with learning and development opportunities out with the nursery environment. 'Baking Buddies' offered children and their families the opportunity to bake together. These opportunities extend children's learning, build self-esteem, and develop lifelong learning skills.

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. We evaluated this key question as very good.

Quality Indicator 2.2: Children experience high-quality facilities

The setting was well-furnished, comfortable and well maintained. Quiet and comfortable spaces were available across the playrooms and garden to support children's wellbeing. These included cosy recesses, sofas and wicker tepees. These spaces offered children a place to relax, unwind and take time out. This supports children's sense of belonging and makes them feel that they matter.

Children had access to a large secure outdoor area. A range of resources were available to promote children's physical activity. We saw an assortment of tyres, wooden tepees and loose parts. Staff proudly told us they had secured funding and were planning to develop the area further.

We were satisfied that the service had appropriate infection control procedures in place to minimise the potential spread of infection. We observed children being supported to understand the need for good hygiene and handwashing.

To make sure children were safe and secure, staff conducted daily checks of both the indoor and outdoor environment and risk assessed all areas. There were clear policies and procedures in place to ensure consistent approaches across the nursery setting.

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. We evaluated this key question as very good.

Quality Indicator 3.1: Quality assurance and improvement are led well

The service was well led by the head teacher, depute head teacher and principal teacher of early years. Staff told us they felt very supported by the senior leadership team and their ideas and views were listened to and respected.

The senior leadership team had a clear vision which reflected the aspirations of children and families in the local community. This meant staff knew what was important for the setting. A key focus was developing children's literacy and numeracy skills.

Children and families' views were regularly sought. Families were consulted and given opportunities to provide feedback on the service, for example, their thoughts on play and stay sessions. This information informs planning and development to support children's needs.

The service had established strong relationships with families, which meant information on children's progress was effectively shared. On-line journals, social media updates, face-to-face meetings, stay and play sessions provided opportunities to discuss how best to meet children's needs.

Parental involvement was strongly encouraged. This included care plan updates, home learning bags and one-to-one parent's meetings. One parent told us, "we have enjoyed stay & play sessions as we got a glimpse of life inside nursery."

Regular development opportunities encouraged staff to improve and reflect on their practice. They spoke enthusiastically about their leadership roles and how they positively influenced children's experiences. The forest school lead said, "I encourage children to explore the forest and have fun."

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. We evaluated this key question as very good.

Quality Indicator 4.3: Staff Deployment
To ensure the well-being of children. Staff were appropriately deployed across the setting. They communicated well as a team, helping to ensure relevant information was shared to meet the day-to-day needs of children.

Staff supported each other when leaving the playroom or attending to a child's needs. Working as a team they would ask each other for support. This contributed to the effective supervision and consistency of care for children.

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

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.