Guildtown Primary School Nursery
Day Care of Children

School Street
Guildtown
Perth
PH2 6BX

Telephone: 01738 474 120

Type of inspection:
Unannounced

Completed on:
22 November 2021

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2019377284

About the service

Guildtown Primary School Nursery operates from a playroom within Guildtown Primary School. The children have indirect access to the school playground and garden area.

The service has been registered with the Care Inspectorate since 2019. At present the nursery is registered to provide a care service to a maximum of 16 children not yet of an age to attend primary school at any one time. Of those 16 no more than 5 are aged 2 to under 3 years.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

We wrote this report following an unannounced inspection carried out by two early learning and childcare inspectors on 18 November 2021. We gave feedback to the service virtually on 22 November 2021 at the end of the inspection.

What people told us

We provided the service with questionnaires for parents of children using the service. Five completed questionnaires were returned to us. Those who completed our questionnaires strongly agreed that they were happy with the quality of care and support their child received while in the service.

Comments within the questionnaires included:

'We cannot fault the nursery and the teachers are fantastic';
'Our child has excelled since starting at the nursery, we have no concerns and they love going';
'I love the small extend family that the nursery has become in my family's lives, even those who do not attend';
'They are all very approachable and very accommodating and the kids love the nursery and all of the staff';
'I feel that the work and communication that they continued with our children throughout lockdowns was excellent';
'I am very confident in the nursery staff and facilities. My child loves to go and thrives, they offer support and advice where needed';
'My child loves all 3 teachers and speaks very highly of them';
'My child is learning a lot via play at nursery, their writing has improved so much and they come home knowing lots of new words. It really makes my day so much easier knowing my child is in a safe and happy place';
'As a parent I really appreciate the interaction via the seesaw app, the teachers make such an effort every day'.

Children were confident to engage us in their play, they told us:

'The trucks are making a road in the sand';
'It is a brick house so the wolf can't blow this down';
'I like firefighters at nursery';
'I like the part inside with the tools';

'You can't go to nursery when you are one or two but you can when you are three, like Maisy, she is three';
'I like the fire station';
'(Staff member) helps me when I hurt myself';
'It's beans today';
'I like playing with my friends'.

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at their improvement plan and quality assurance paperwork.

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	4 - Good

Quality of care and support

Findings from the inspection

During the inspection we considered the quality of care and support, from the evidence gathered during our inspection we evaluated this theme as very good.

Children were very happy, and content and they interacted well together. We saw they worked cooperatively to help each other explore interesting activities and resources that captured their interests. We found children very engaged in their play and learning. Children were confident in making choices and they enjoyed periods of uninterrupted play.

Staff were kind, caring and responsive to children's needs, nurturing relationships were evident. Staff listened to children, giving them time to respond to questioning, we found interactions were well timed. We heard supportive and encouraging conversations between staff and children. This contributed to children feeling respected.

Children were given gentle reminders to be respectful as staff effectively used and referred to the well-being indicators. We saw a 'feelings check in display' to raise awareness of a child's mood on arriving at nursery. Children had developed 'Guildtown adventures' which promoted their understanding of responsibilities in keeping themselves and others safe. These approaches contributed to children to feeling valued, they supported the choices they made and reinforced positive behaviour. We found there was a strong focus on children's wellbeing.

Children were achieving and led their learning. The 'big question' informed planning of children's interests. For example, children asked, 'why do things grow?'. Parents, staff, and children worked collaboratively to identify next steps in learning. We found observations shared with families of development and progress were of high quality. They were informative and an evaluation of their child's achievements.

Staff sat and ate with the children at lunchtime and engaged them in good discussions on nutrition. They role modelled and promoted manners. We saw opportunities for children to be, independent with the use of real crockery and utensils. Lunchtime was a sociable unhurried experience. One child served plates of food and poured drinks for their peers. Staff should now consider offering more opportunities for choice and responsibility for all children during their lunch experience.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and staff. For example, we found children being supported to understand the need for good hand hygiene and the playroom was well ventilated.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

During the inspection we considered the quality of environment, from the evidence gathered during our inspection we evaluated this theme as very good.

We found the learning environment's to be of high quality. The indoor environment benefited from lots of natural light. It was calming, clean and exciting for children. A wide range of opportunities were available both indoors and outdoors to support children in their investigations and develop their curiosity. Open-ended recourses and objects of interest supported children in creativity and enquiry. Children were offered lots of choice, they were engaged and purposeful in their play.

Children were offered cosy and nurturing areas, which were well used by the children. We saw children approach staff to read a favourite story under a canopy in the book area. This resulted in children seeking out a quiet space where they could relax and have some individual time when needed.

Children risk assessed their outdoor environment prior to play which encouraged them to take responsibility for keeping themselves safe. Radios helped staff to communicate which enabled children to have free flow play between the indoor and outdoor environments. This contributed to children being active and responsible.

Children engaged very well with their local community. Outings to the park, woods and village allowed them to explore and investigate their natural and wider community.

Staff skilfully engaged children in conversations & encouraged them to express themselves. A 'wise owls, wise words' book documented new vocabulary learned and was revisited with the children. As a result,

children's language development was very well supported.

Children engaged well with interactive displays, provocations such as 'how can you be safe with these tools?' contributed to children's understanding of keeping themselves safe from harm.

Staff offered lots of praise for children's successes and achievements, we saw they were proud of the children's views and ideas. It was evident across the playroom environment that children's contributions, successes and achievements were well celebrated. Children were confident to tell us of their wider achievements and a photo display of experiences shared from home contributed to children feeling included.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

During the inspection we considered the quality of staffing, from the evidence gathered during our inspection we evaluated this theme as very good.

Staff were very knowledgeable about children's individual needs and development. They used this information effectively to support children, which helped them to achieve their full potential. Positive, strong, and trusting relationships had been built with children and their families.

Staff worked well together. They were supportive of each other and effective communication processes between staff and the manager worked very well. They told us of ways they worked together to support the children. It was evident that children were confident and felt safe and secure as a result.

Staff were pro-active in relation to identifying training and development. Training opportunities undertaken, in house and externally had enhanced staff knowledge. They confidently told us how they shared their learning which positively influenced skills and practice across the team.

Staff had a very good understanding of current guidance and how they used this to enhance children's experiences. We found they were skilful in their questioning to further develop thinking skills and problem solving. We were confident that staff had the skills and knowledge to protect children from harm.

Staff were very passionate about their roles and committed to getting it right for all children. Effective leadership roles had been identified and delegated amongst the staff team, contributing positively to their sense of self-esteem and confidence. This resulted in a strong ethos across the team and service which clearly demonstrated the nursery aims and objectives.

Staff were very reflective practitioners; new staff were introduced well into the service with the national induction resource which supported them to reflect on their practice. Staff told us they thought 'more peer monitoring' was an area for development. We agreed that due to the competency and skills of some staff that this would support all staff in developing their knowledge and skills further.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

During the inspection we considered the quality of management and leadership, from the evidence gathered during our inspection we evaluated this theme as good.

A welcoming and inclusive ethos with high staff morale resulted in positive outcomes. The early years practitioners had day-to-day responsibility for the nursery and were well supported by the manager. The team were proud of the nursery and had a clear vision of how they wanted to further develop the service they provided.

The nursery improvement plan took into account key planning priorities. Staff were aware of improvement planning, their involvement and roles within developing positive change. A reflective and evaluative process in developing and making further improvements within the service was in place. We asked that the manager consider more ways to involve children and their families in this process. This will support children and families to feel included and influence positive change further.

The manager and nursery staff team discussed the delivery of the nursery service regularly. We saw some evidence of quality assurance processes. The manager should now consider further developing their quality assurance calendar and processes to record all aspects of the service that they monitor and review.

Staff felt valued and respected by the manager. We discussed how giving regular effective feedback to staff on their practice would continue to support them to feel valued, develop and improve. The manager should now record individual support meetings with staff and any actions identified to support staff to reflect on and enhance their practice.

Parents felt involved, in the nursery and included in their child's experiences. A parent told us 'I am confident they have my child's interests as top priority and I am very thankful they make it so easy for them and us'. We discussed with the manager how using open ended questions in parental questionnaire's would support the service further in gathering parent's views to inform future improvements.

From the evidence gathered during our inspection we had confidence that the nursery had the capacity to continue their improvement journey.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - 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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