Calside Nursery
Day Care of Children

Calside Primary
Calside Road
Dumfries
DG1 4HB

Telephone: 01387 263 594

Type of inspection:
Unannounced

Completed on:
16 June 2022

Service provided by:
Dumfries & Galloway Council

Service provider number:
SP2003003501

Service no:
CS2020378747

About the service

The service was registered with the Care Inspectorate in August 2020. Calside Nursery is registered to provide a care service to a maximum of 43 children not yet attending primary school at any one time-no more than 43 are aged 3 years to those not yet attending primary school full time.

The nursery is located in a residential area in the town of Dumfries, Dumfries and Galloway. The service is close to local shops, parks and other amenities. Children are accommodated in two open planned indoor play areas and a large outdoor play space.

About the inspection

This was an unannounced inspection which took place on 13 June 2022 at 10:45am. The inspection was carried out by two inspectors 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. In making our evaluations of the service we:

- spoke with ten people using the service and thirteen of their family
- spoke with six staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children were happy and settled at nursery; they had developed positive relationships with staff and their peers.
- Children were confident, happy, nurtured and supported throughout their time at the setting.
- Children benefited from regular access to outdoor play spaces.
- Staff were committed to their roles and keen to secure improvements for children and their families.
- Staff promoted a positive team ethos and were respectful in their interactions with each other and the children.
- Management were very visible and engaging with children and families. They worked alongside the team to deliver high quality play experiences for children in their care.

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?	4 - Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very 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? 4 - Good

1.1 Nurturing care and support

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children were supported in a warm and friendly environment. We observed children having lots of fun, with plenty of laughter and engagement with their peers and staff. Children experienced warm and caring support from a staffing team that knew them well.

Children experienced a sociable lunchtime with peers as they could choose who they would like to sit beside. Children's independence skills and life skills could be further enhanced by introducing more opportunities to self-serve. Staff deployment could be reviewed to enable the team to support children's social and learning opportunities by sitting with them as they eat, promoting positive role modelling.

Children experienced a positive rolling snack that was unhurried and relaxed. Children were prompted and praised appropriately and appeared confident in the process. Fresh water was available in the playroom throughout the day for children to remain hydrated.

Personal Learning Plans (PLP) were in place for each child which were shared regularly with families. Information was gathered within personal plans that supported meeting children's needs. For example their likes, dislikes and interests. However not all PLP demonstrated progression in learning, next steps and how the staffing team would support individuals to achieve this. Management should monitor children's profiles to ensure a consistent approach to recording achievements and identifying next steps in learning.

We sampled the Medication policy and consent forms and suggested a section is added to administration of medication forms to acknowledge when a medication has been administered and parents should be encouraged to sign. We also highlighted that all medication stored within the nursery should be clearly labelled with children's name and date of birth. Management should ensure medication is being monitored and audited in line with the current health guidance 'Management of Medication in Day care and Childminding Services'

Staff were aware of their roles and responsibilities in keeping children safe. They had attended child protection training and knew how to address any concerns. Paperwork should be streamlined to identify any patterns or areas of continue concerning and record what response was taken.

1.3 Play and learning

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

Children were actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences that promoted children's choice and independence. Activities available indoors and outdoors supported children to explore their ideas, build on their interests and creativity. We observed children making pictures to decorate the outdoor cosy space, building their own obstacle course, playing on bikes and cooking in the mud kitchen.

Skilled interactions promoted children's creativity and curiosity, we observed a child engage in Science Technology Engineering and Mathematics (STEM) activities with a member of staff and explore the area to find things that were magnetic. The child was very engaged in the activity and keen to learn more.

Effective questioning by staff extended children's thinking and widen their skills through out the day. Staff members responded well to children's initiations of play and supported them to engage in risky play opportunities. One parent told us "I think the staff have taken great consideration to the interests of the children and work with this. The nursery provision indoor and outdoor leads perfectly to a child centred/ child led ethos".

Play experiences available helped develop children's skills in language, literacy and numeracy. Staff members spoke positively about their plans to further enhance these learning opportunities in the outdoor space now all construction work had been completed.

Access to the wider community is being progressed in line with easing restrictions, children have attend the local park. Families have been able to attend the setting for sports day and the jubilee street party. The staffing team and manager were very keen to continue these opportunities with graduation, development of the garden area and stay and play sessions. These opportunities will enhanced children's sense of belonging in their community and support their families to feel included in their play and learning experiences at nursery.

How good is our setting? 5 - Very Good

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

Children were support in a new building that has continues to be developed. We acknowledge that this has been a challenging experience for the team due to numerous building works which have impacted their ability to set up and develop all areas in the nursery. Staff members were motivated to continue to develop the environment to enhance children play, literacy and numeracy.

The setting indoors was comfortably furnished and welcoming for the children. The room had natural light and was ventilated with open windows. There was ample space indoors and outdoors for children to play and explore together or alone if they chose to do so.

Toys and resource were set up to meet the needs and interests of the children attending. Children could lead their play as they could easily access toys and equipment at their level. Tubs and boxes were also label with pictures to further support children's independence. Natural, opened ended materials were available to stimulate children's curiosity and extended their play. Loose parts play was also supported by a variety of materials readily available for children. One parent told us "we think the nursery is an amazing environment for pre school children and activities are always varied".

Free flow access between the indoors and enclosed outdoor space further supported children's abilities to lead their play and learning. The outdoor area provided children the opportunity to engage in risk taking, problem-solving, working together and imaginative play enhancing their play and learning opportunities.

Infections prevention and control measures were in place in line with current guidelines and best place practice. Toilets were clean and accessible for children. The setting had an adequate supply of personal protective equipment which was stored appropriately. Touch point cleaning remained in place to reduce the

spread of infection.

Risk assessments were in place for all areas and activities within the setting. Mitigation measures were well considered and realistic.

Health and safety checklists were in place to ensure children and staffs health and wellbeing when accessing the setting. A large outdoor sand pit was available for children to play with throughout the day with staff regularly checking and cleaning the area. However a cover to protect the space to ensure the health and safety of children should be sourced.

How good is our leadership? 5 - Very Good

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

A clear vision, values and aims had been created for the service. Staff were aware of their role in promoting this and spoke passionately about working with the children to support them to achieve their full potential in partnership with families. One parent told us "Children are at the forefront of what them do, they support the development of them individually".

The manager was visible in the setting to children, families and staffing team. She created conditions in the setting where people felt confident to discuss their ideas, opinions or if needed concerns. One parent told us the service is "very well managed, Mrs Douglas is very approachable and is visible for all parents to see if needed".

The manager ensured high quality learning through play was at the heart of any changes and improvements in the nursery. The team met weekly to discuss what was working well within the nursery and any areas they wanted to improve. Staff were encouraged to reflect on their practice in a meaningful way which supported sustained and continuous development for them as individuals and the service as a whole. Staff had individual reflection journals where they recorded their learning and how this would be embedded in to practice, this was then reviewed with the manager who provided guidance and support to ensure positive outcomes for children.

Aspirations for the service were shared by all team members and supported by the manager which showed us the service has a very good capacity for change. All members of the team inputted into the improvement plan for the service and took on leadership roles for different focuses such as literacy or improving the outdoor space. The team had created a floor book which tracked the improvement and development of the nursery from opening day. This was used to monitor and review any changes implemented and the impact on outcomes for children.

Views of families had been active sought to support the development of the setting. This was achieved through emails, newsletters, dojo and evaluation forms, information received was then discussed as a team and used to inform planning and improvement plans. One parent told us "Excellent up to date communication given both verbally by the teachers, and on Class dojo. School and nursery newsletters and emails are also very good and timely."

How good is our staff team? 4 - Good

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Staff were driven and motivated in their roles and keen to support the new service to continue to develop and improve. Staff advised they worked well as a team to achieve high quality experiences for children in their care. Staff felt respected and listened to which supported a positive team ethos, this was evident on the day of inspection. This was highlighted by families as a strength of the service, one parent told us "They work as a team, with such a wide variety of experience between the staff, it is reflected in their well organised learning environment."

Overall, staff communicated well together to ensure children's wellbeing, we observed staff communicating effectively with each other to support continuity of care. However we did observe three children sitting in the toilet playing and speaking together with no staff supervision. Managing the free flow play and adult supervision at all times should continue to be developed with the manager and staffing team to ensure the health and safety of all children at all times.

Staff deployment during busier times of the day should continue to be developed such as lunchtimes and pick up times to support children's enjoyment and learning experiences. We discussed the end of the day routine for children waiting in the cloakroom area and ask that this be reviewed to evaluate the outcomes for the children.

Appropriate policies are in place to maximise the attendance of staff and all staff understand the impact of unplanned absence on the provision of the service. There is a positive ethos of attendance within the service.

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?	4 - Good
1.1 Nurturing care and support	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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