

Denny Nursery **Day Care of Children**

Glasgow Road
Denny
FK6 5DW

Telephone: 01324 504270

Type of inspection: Unannounced
Inspection completed on: 6 March 2018

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Care service number:
CS2003015557

About the service

Denny Nursery registered with the Care Inspectorate on 1 April 2011.

The nursery is a Falkirk Council service situated close to Denny town centre. It is registered to have a maximum of 133 children attending at any given time. There are up to 12 places for children under two years, 65 places for children aged two to three years and 56 places for children aged from three years to not yet attending primary school. Other conditions can be found on our website. Each age group has separate facilities in the main nursery building. A large modular unit was added as extra accommodation for the increased number of two-year olds. All of the children have access to a large outdoor area. The nursery aims to work together to promote health and wellbeing for children, families and staff.

We are carrying out a pilot using the Short Observational Framework for Inspection (SOFI 2) tool. The tool supports inspectors to carry out focussed observations of children's experiences while at nursery. We carried out a SOFI 2 observation as part of this inspection which has informed our findings. The findings are threaded throughout the report.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). This is 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 GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

Please note all parents and carers will be referred to as 'parents' throughout this report.

What people told us

During our visit we spent time in each of the playrooms observing children's experiences. Some children were happy to come and ask us what we were doing or to invite us to play. Our SOFI observations concluded that children's experiences were positive and gave staff ideas of how they could build on their already high quality interactions with children. Children were engaged throughout the day and enjoyed the freedom to play in the exciting environments both indoors and outdoors.

We sent 34 Care Standards Questionnaires to parents of children who attended the service. We received 12 completed questionnaires before the inspection. Overall parents either 'strongly agreed' or 'agreed' that they were happy with the quality of care their child received in this service. Some parents left comments which we shared with the service as part of our feedback. We have included a selection of these below which represent parent views:

'Any suggestions I have made through feedback have been taken into consideration. My daughter is really happy and confident in the nursery. Staff are friendly and welcoming and take time to speak to you, this is also very true of the manager, she is always interested to talk and seems to know families personally.'

'I feel the nursery and staff provide an excellent service and I am very relaxed leaving my daughter in their care while I am at work.'

'Excellent quality of care in the baby room. My child took time to settle and the staff were very attentive and patient to his needs. Always welcoming and friendly.'

'My son has attended this nursery since he was a baby. He enjoys going to nursery and talks happily about his day with us at home. We have always been happy and confident that his needs are being met and the staff work hard to ensure he feels happy and safe in nursery. We can't thank the staff enough for everything they do.'

'The nursery have been very helpful of our family and daughter to help her adjust to the idea of becoming a big sister.'

'My child loves going to nursery. All the staff are wonderful and caring. They are like my child's second family and I feel relaxed and confident leaving her to go to work. My first child (who is now an adult) also attended, I wouldn't place them anywhere else.'

Self assessment

We did not request a self assessment as part of this inspection. We viewed and discussed the service improvement plan with the management and staff team. Appropriate and aspirational areas for development were in place and the whole team was part of the improvement journey.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

The service had taken positive action to sustain and build on strong attachment led practice. Children were at ease and relaxed with staff which showed they felt safe. It was evident staff had sound knowledge of schematic play and the way young children learn. Overall there was a relaxed pace to the day and children's learning experiences. This well-balanced approach valued children's own needs and interests which would contribute to them feeling respected.

The routine of the day followed a favourable free-flow and extended play approach. This supported children to learn successfully at their own pace; build resilience and make sound progress in their development.

Children were confident, engaged and challenged through the well resourced play environment with access to a range of experiences which could be accessed independently. Staff's skilful interactions enabled them to build on their knowledge, acquire skills or develop their understanding of the world around them.

The strong ethos of inclusion, respectfulness and acceptance of children and families resulted in strengthened and effective partnership working. Children and parents were consulted and included in planning and adding to 'success stories' (which captured children's learning and achievements). Responsive planning of children's interests and development needs was invaluable and resulted in children's purposeful play and learning.

The service had made sound progress in developing positive working relationships with other agencies involved in children's lives. The distributed leadership approach resulted in an empowered, motivated and effective team who confidently contributed to multi-agency meetings and supported children's care and emotional wellbeing needs. This helped to ensure children were safe, healthy and protected.

The reflective and adaptive management and staff team embraced change and had developed suitable strategies for continuous improvement. A key strength was the 'peer review system' that staff in the younger room had recently established. It helped them to deeply reflect on and consider their practice and interactions with children. This first class approach was well-placed to be developed further and shared widely.

Children and parents had been involved in evaluation and consultation processes for the services' priority areas for development. This, along with 'tests of change', paved the way for valuable and improved positive outcomes for children. Examples included the developed garden and more flexible use of the playrooms for two-year olds. Continuing to adapt and enhance the nursery and the way the available space was used demonstrated that the service had an embedded learning culture. This would help to ensure the service remained forward thinking and continually strived to improve.

What the service could do better

The areas for improvement identified in this inspection were already a key part of the service's current improvement plan. We held professional discussions about improvements that could be made to loose parts; natural, open-ended and ICT play resources. The service was aware of ways in which the garden for the younger children could be developed and had plans in place to support this.

The lunchtime routine for the older children needed to be reviewed to support further independence, choice and responsibility. Learning from the very good practice observed at snack time for preschool children would help to achieve this. Children under three could have more responsibility by being more involved in clearing away their own dishes or perhaps helping staff to wipe the tables.

Personal plan information for all children could be better organised in children's files and should be updated six-monthly. There was some variability in what forms were used and we advised the manager that children's individual care, support and emotional wellbeing needs should be discussed and updated in the forms also. This would create a strong personal plan system which was updated in line with best practice.

We also signposted new guidance documents on our website and suggested that familiar documents could be revisited to consider how the Health and Social Care Standards might influence staff reflections and practice.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

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

Inspection and grading history

Date	Type	Gradings	
12 Nov 2015	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent
28 Sep 2012	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent
10 Jan 2011	Unannounced	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
9 Dec 2009	Unannounced	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
9 Dec 2008	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent

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