

Methven Primary School Nursery Day Care of Children

Main Street
Methven
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Telephone: 01738 477687

Type of inspection:
Unannounced

Completed on:
24 October 2018

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2015336905

About the service

Methven Primary School Nursery operates from a standalone building within the grounds of Methven Primary School, in the village of Methven in Perthshire. Children attending the nursery enjoy indirect access to the schools playground and a small designated nursery garden.

The nursery is registered to provide a care service to a maximum of 30 children from age two years until they are of an age to attend primary school. Other conditions state that no more than 10 children attending may be aged two 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. They are often referred to as the SHANARRI wellbeing indicators.

The nursery aims to develop in every child the four capacities from Curriculum for Excellence.

Confident individuals - we will value all children in the nursery as individuals and promote their self-confidence, self-esteem and relationships with others.

Successful learners - we will provide a range of enjoyable experiences to encourage children's thinking, imagination, creativity, social and physical development.

Responsible citizens - we will encourage caring and respectful relationships with others in the nursery and in the wider school community as well as developing knowledge and understanding of other beliefs and cultures.

Effective contributors - we will encourage creativity and enterprise in our children and allow them to develop their problem solving skills both individually and with others.

What people told us

We provided the service with 10 Care Standards Questionnaires (CSQs) for parents of children using the service. Nine completed questionnaires were returned to us before the inspection.

Parents who completed our questionnaires strongly agreed that they were happy with the quality of care and support their child received while in the service. We spoke to a number of parents during the course of our inspection and they confirmed that they were very happy with the service provided. In one questionnaire a parent disagreed with the statement 'The service makes good use of resources in the community'. We explored this further during the course of our inspection and found that regular trips and visits were made to the park and library van. Comments in the questionnaires told us:

'We are very happy with Methven Nursery. The staff are amazing and our children are always happy to go to the nursery.'

'I am very happy with this service and my son loves it.'

'Methven Nursery is a wonderful and positive place for my child. The staff are happy, pleasant and extremely professional. They communicate effectively with both parent and child.'

'I am delighted with the care and education my son is receiving. He loves nursery and is always very keen to go. I know what he is learning and am always involved with setting his targets.'

During the inspection we observed the children at play and found them to be happy and confident, enjoying their activities, snack and lunchtime experiences. The children were happy to tell us about the nursery and the things they enjoyed doing there. They showed us some of the activities they were involved in and included us in their routines and play. They told us:

'We are going to sing our 'Bonjour song'. You can listen to it then you could try singing it. It's French.'

'I'm going to be super scary at Halloween. My dad is going to paint my costume, he'll paint my legs and feet and back and tummy.'

'Would you like to play a game with me? Could we do this one?'

'Excuse me, could you help me tidy up?'

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

During the inspection we considered the quality of care and support, from the evidence gathered during our inspection we evaluated this theme as excellent. We looked at the quality of the environment which we evaluated as very good.

We talked to staff about the service's child protection policy. We were satisfied that they had a good working knowledge of their responsibilities and the procedures to ensure that service users were protected. Staff had recently participated in yearly update training and shared how this had refreshed their knowledge.

During our inspection we were impressed by the warm and welcoming ethos evident across the whole service. Staff took their time to get to know the children and their families which was reflected in the positive and nurturing relationships which we observed. The ethos of care and support was clearly evidenced through our observations of children helping and supporting each other naturally throughout the sessions.

Children were clearly leaders in their own learning. We saw evidence of how children were consulted with regularly and the impact this had on their play and learning opportunities. Children's ideas were very well documented on a 'children's voice' display and through a broad range of children's floorbooks. We found staff to be very responsive, making very good use of questioning to challenge, scaffold and extend children's learning and thinking.

The service had a very strong emphasis on the wellbeing indicators. Children were familiar with the language and could share how each indicator impacted on their play and learning within the nursery and in a wider world context. Staff took regular opportunities to reinforce the language used in the GIRFEC principles throughout the day.

Staff facilitated a range of family learning and shared learning opportunities. This inclusive approach was consistently praised by the parents and carers we spoke to. Families had particularly enjoyed focussed 'blether together', bedtime stories and singing sessions. The resource provision had been well thought out and took into account children's thoughts and opinions. Mind maps had been used to good effect. Resources included a very good range of traditional and heuristic materials. Loose parts were available inside and out giving children the opportunity to be creative, solve problems and work collaboratively.

We observed a play on pedals session led by a practitioner and were very pleased to see how she led through example, sharing her thoughts and feelings whilst listening to those of the children. Children responded well to her approach, telling us all about their session and the learning they took from it.

What the service could do better

Staff should continue to focus on ensuring all observations of children's learning are significant and not descriptions of the activities children have been engaged in. Next steps, where identified, should be measurable, achievable and revisited on a regular basis.

Whilst we recognise the value of children taking part in whole school events, staff should be mindful of the relevance of some of the topics undertaken.

We found the snack provision to be a valuable learning activity which supported children in developing their independence and responsibility. This was at odds with the lunchtime service where staff laid out cutlery, packed lunches and served children's food. We asked the service to review children's lunchtime experiences to ensure it was of a similar quality to their snack provision.

Staff spoke to us about their ideas to develop one of the cloakroom alcoves to make it a more nurturing environment for children. We urged them to do this at their earliest opportunity to provide a quieter place for children to enjoy stories, focussed group activities or as a space where the youngest children could sleep and rest undisturbed.

We asked staff to review medication permission forms to ensure they contain sufficient detail to allow staff to manage children's individual health needs.

We identified a number of small changes needed to ensure staff minimised the spread of infection, this included removing the lids from wastepaper bins and removing gloves before putting a clean nappy on children.

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	
14 Jun 2016	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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