

# Strathdevon Primary School Nursery Class

## Day Care of Children

Strathdevon Primary School  
Park Place  
Dollar  
FK14 7AA

Telephone: 01259 742435

**Type of inspection:**

Unannounced

**Completed on:**

5 February 2019

**Service provided by:**

Clackmannanshire Council

**Service provider number:**

SP2003002713

**Service no:**

CS2003015586

## About the service

This service has been registered with the Care Inspectorate since 1 April 2002.

Strathdevon Primary School Nursery Class is part of Clackmannanshire Council's provision of early learning and childcare. The service is registered to provide a care service to a maximum of 35 children per session.

Any other conditions unique to the service:

The age range of children will be from three years to those not yet attending primary school. The service will comply with a staffing ratio of 1:8. Where children attend a session which is less than a continuous period of four hours in any day, the adult:child ratio may be 1:10 providing individual children do not attend more than one session per day. Two adults to be in attendance at any one time.

The service is located in Dollar on the same site as Strathdevon Primary School. The accommodation includes a cloakroom area, playroom, sensory room, children's toilets and an office. Children move freely both indoors and outdoors, choosing from a range of activities including open-ended and loose parts play supporting their natural curiosity, creativity and imagination.

Our Values:

Ambition  
Resilience  
Respect  
Friendship.

Our Vision:

Promote positive relationships  
Respect everyone  
Individual - yet part of a team  
Develop and learn  
Encourage excellence  
A full statement of aims are available in the service.

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.

## What people told us

During the inspection we spent time with the children present. We observed them to be happy and confident in the setting. Children had fun with a variety of play activities including loose parts, natural resources and open-ended play experiences. They made play dough, helped prepare snack and were involved in cooking activities including making pizza. Children benefitted from having free flow access to the outdoor space and enjoyed sensory experiences including art and craft activities.

We spoke with six parents who commented positively about the quality of the nursery. They said staff supported children well when they were making the transition from home to nursery so that they felt safe and secure.

They felt communication was effective so they were informed about children's progress. Parents liked that their children were able to play outdoors which supported them to be active and felt their children benefitted from the social experiences with their peers. It was felt that staff were responsive to the individual needs of children working in partnership with them to agree how best to support their children. For example, advice was given regarding strategies to support children with additional support needs.

We sent out twenty questionnaires for distribution by the service. Six completed questionnaires were returned. They highlighted that families overall strongly agreed that they were happy with the quality of the care children received.

## Self assessment

The service had not been asked to complete a self assessment in advance of this 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	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

## What the service does well

Equality was evident in the service through the planning and resources showing dignity and respect towards families. Children were involved in celebrating their differences creating a respectful ethos and culture where children and their families were treated and valued as individuals.

Staff treated children with warmth, kindness and compassion. They interacted with children in a respectful nurturing way recognising the emotional benefit and value they could add at opportune times. This contributed to children's emotional wellbeing and confidence. Parents commented positively on the nurturing approach of staff supporting children in the service. Children with additional support needs were included and achieving as a result of the strategies that enabled them to have fun taking part in a variety of engaging activities. They were becoming increasingly confident benefitting from their nursery experience.

Children were supported to achieve and develop life skills to a very good level. For example; access to open-ended play experiences, loose parts play and the use of natural resources, meant they were developing skills in understanding, thinking, investigation and problem solving. We observed children using a sewing machine and experimenting as they made their own play dough. Children were independent in daily routines such as preparing snack and getting dressed to go outdoors. The overall flow and pace of the session allowed them to have uninterrupted sessions of play supporting engagement in play experiences at a deeper level.

We found that general practice in recording accidents and incidents was managed well. Staff were aware of their responsibilities safeguarding children in their care. They had regular training to refresh their skills and knowledge in the protection of children.

Staff listened to children recognising them as experts in leading their own experiences, needs and wishes. Children were included in the service using a variety of strategies that meant they could make suggestions and give their views. This resulted in their interests and preferences shaping the plan of activities. A bronze award for supporting children's communication showed the work that had been undertaken by the team to support all children to have a voice. The use of Makaton for example, supported universal communication including all children in the service. Staff were planning for children to take part in the local Makaton choir.

Staff understood and supported the individual needs of children providing opportunities for them to develop skills for life. For example; they were exploring ways that eating and drinking helped them grow and stay healthy. Children were developing an awareness of cleanliness, hygiene and safety applying this knowledge through daily routines including; hand washing, teeth cleaning and preparing and cooking snack. Children told us that they had fruit for snack because it was healthy and that chocolate was full of sugar.

The senior management team supported staff with their continued professional development. Professional dialogue at meetings, training, visits to other settings and reflective practice, supported the development of their knowledge and understanding of how best to meet children's individual needs. Working towards a collegiate team approach supported by meaningful quality assurance systems and a clear focus on self-evaluation, addressed areas for improvement resulting in the service moving forward based on a foundation of current thinking, research and good practice. Staff were leading aspects of the service championing the development of Makaton, risky play, head massage and developing the garden through planting and growing. This work promoted and supported children's inclusion in the service.

## What the service could do better

Staff knew children and families well. They shared key observations and photographs with parents through the individual electronic learning journals. Parents were enabled to add their comments strengthening the links between home and nursery. In order to make the electronic learning journals more meaningful for children, staff should consider ways to enable them to have greater ownership of them and to support them to recognise themselves as learners.

Staff responded well to children in a consistently warm and caring manner. They engaged in conversation with children to talk about their experiences and encouraged them to share their thoughts and ideas. It was recognised that the team will continue to develop consistency in the use of questions and comments to support, challenge and extend children's learning.

Children's experiences were shown through the use of talking and thinking floor books. Children's interests and ideas were used as a starting point for planning and offering a flexible and responsive approach to the planning process. Staff should build on existing consultation methods with children to increase further the depth and personalisation of learning. This will enable children to make decisions and actively lead their own learning. For example, we discussed giving the children the option to eat outside preventing disruption to their outdoor learning experiences.

Staff were developing a shared understanding of wellbeing in the nursery and how they support each child in their development and learning in line with the wellbeing indicators. They encouraged children to share their views and opinions and valued their voice. Children should continue to be supported to have an understanding of the wellbeing indicators through staff working with them to explore what it means to be safe, healthy, active, nurtured, respected, responsible and included and to share this work with parents.

## 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](http://www.careinspectorate.com).

## 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.

## Inspection and grading history

Date	Type	Gradings
16 Feb 2016	Unannounced	Care and support Environment
		5 - Very good 5 - Very good

Date	Type	Gradings	
		Staffing Management and leadership	5 - Very good 5 - Very good
11 Dec 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
1 Feb 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good Not assessed
4 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 6 - Excellent 5 - Very good 5 - Very good

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