

# St. Mary's RC Primary School Nursery Day Care of Children

Gauze Road  
Bo'ness  
EH51 9QB

Telephone: 01506 778380

**Type of inspection:**

Unannounced

**Completed on:**

29 May 2019

**Service provided by:**

Falkirk Council

**Service provider number:**

SP2004006884

**Service no:**

CS2003015576

## About the service

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

St Mary's RC Primary School Nursery New Town Nursery is part of Falkirk Council's provision of early learning and childcare. The service is registered to provide a care service to a maximum of 40 children aged 3 years to those not yet attending primary school.

Any other conditions unique to the service:

The staff:child ratio should be maintained at 1:8. Where children ages 3 or over attend facilities providing daycare for a session which is less than a continuous period of 4 hours, the adult:child ratio may be 1:10 providing that children do not attend for more than one session per day. Two adults should be in attendance at any one time.

The service is situated in Bo'ness on the same site as St Mary's RC Primary School. The accommodation includes a cloakroom area, playroom and children's toilets. Children moved freely, both indoors and outdoors, choosing from a range of activities that supported their curiosity, creativity and imagination.

The vision values and aims of the service were being developed in consultation with parents and children. They included: "To learn together based on love compassion and respect. Inspiring each other to create a positive future for ourselves and others." A full statement is available from 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. They told us about going on a treasure hunt around the school with their buddy and were excited about their parents having lunch in school with them. Children had fun outdoors playing in the mud area and experimenting with water. Some chose to have their snack outside because they were too busy to come indoors.

We spoke with 18 parents who told us that staff were caring and knew their children well. Parents commented positively about the newly introduced extended day for children and the support children were getting with their transition into primary school. They said they felt listened to when their views were sought and included in the service. For example, they had attended stay and play sessions, had gone on outings to the woods and attended meetings where they had been consulted about the developments in the garden and the indoor environment including the move away from a colourful environment to a neutral environment and had been involved in developing the vision, values and aims for the school including nursery. Parents told us that staff shared their learning keeping them updated with current practice and felt that children were learning life skills through their experiences including food preparation and cooking, using proper crockery when eating, and mixing paint.

## 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	not assessed
Quality of management and leadership	5 - Very Good

## What the service does well

Parents and children were included in the service supporting them to feel valued and to have a sense of belonging. Parents said they were listened to and that their views were taken into account when developing the service. For instance, a process of consultation that included parents, children and staff was at the final stage of agreeing the newly developed vision for the school and the nursery. The aim of the process was to agree a shared vision with children's rights at the centre promoting a culture of respect.

Staff showed warmth, kindness and compassion when welcoming children into the service. This supported children to build trusting relationships and to develop self-confidence. Parents said that staff worked closely with them to agree how children's needs would be met. They were reassured that staff knew their children well and had the skills to meet their individual needs. Transitions for children moving from nursery into primary school were managed well including enhanced transitions for children who needed additional support to feel secure in the school environment. Activities included a treasure hunt involving children, their buddies and parents, a children having a school lunch with a parent and having regular contact with teaching staff and their buddy.

Children were having fun benefitting from experiences that supported their curiosity, creativity and imagination. For example, they were learning about nature and the outdoor environment through walks in the woods and having free flow play in the garden. Exciting play opportunities supported them to experiment and develop life skills. The children spent a lot of time in the mud area splashing in the muddy puddle they had made by adding water and filling and pouring using a range of containers. They were chopping apples and grating vegetables developing a skills and an understanding of how to stay safe when using a sharp knife or grater. The children told us about the life cycle of the butterfly explaining that their cocoons would soon become butterflies. Most staff had an understanding of the benefits of open-ended play including loose parts and natural resources. They supported children to lead their own play experiences finding opportunities to play imaginatively, be creative and to problem solve.

## What the service could do better

Staff had attended training supporting them to recognise and improve the quality of the observations of children's progress and learning. Work was being undertaken to develop the quality of the information contained in children's success story books, including children's voices and supporting them to recognise themselves as learners.

Children's experiences were shown using talking and thinking floor books. Their interests and ideas were used as a starting point for planning and offered a flexible and responsive approach to the planning process. Staff should build on existing consultation methods with children to further develop opportunities to make decisions and actively lead their own learning. 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.

We would encourage staff to reflect on practice and be mindful of the benefits for children to have, as far as possible, uninterrupted sessions of play. Ensuring that the overall flow and pace of the nursery day is as smooth as possible will support children to engage in play experiences at a deeper level.

## 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 Jun 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
28 Aug 2013	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
31 Aug 2010	Unannounced	Care and support 4 - Good Environment Not assessed Staffing Not assessed Management and leadership 4 - Good
19 Nov 2008	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good

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