

# Care service inspection report

Quality themed inspection (day care for children)

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

Gauze Road  
Bo'ness

Service provided by: Falkirk Council

Service provider number: SP2004006884

Care service number: CS2003015576

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

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# 1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

St Mary's RC Primary School Nursery provides early learning and childcare for a maximum of 40 children at each session. The service is a local authority provision based within St Mary's RC Primary School in Bo'ness. It is attached to the primary school and makes use of school facilities including the gym hall and the computer suite. The service is registered to provide a maximum of 40 places for children per session and operates between the times of 08:45 and 16:00 Monday to Friday during term-time. At the time of the inspection a maximum of 27 children attended in the morning and 24 children in the afternoon.

The aims and objectives of the service are linked to the four capacities of a Curriculum for Excellence in aiming to give children opportunities to become; Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. A full statement of aims and objectives are available from the service on request.

### What we did during the inspection

We wrote this report following an unannounced inspection that took place over two days. One inspector visited the service on Wednesday 15 June 2016 from 9.15am to 4pm and on Thursday 16 June 2016 from 8.45am to 1.30pm. Feedback was given to the head teacher and the depute head teacher.

We carried out a 'themed' inspection. This targeted approach means that we looked at identified aspects focusing on children's experiences under each quality theme.

During this inspection we gathered evidence from various sources including:

- The visual improvement plan displayed in the service
- The displays and records that showed how parents, staff and children were involved in self-evaluation in the service
- Children's records including personal plans and learning journeys including records linked to transitions
- Records of children's health needs
- Medication storage and administration of medication records
- Outdoor learning opportunities
- Staff learning and development records and the impact on children's care and support
- Team meeting minutes.

Discussion with:

- Head teacher
- Depute head teacher
- Two early years officers
- Senior early years officer
- Parent forum (five parents)

- Telephone contact with one parent
- A number of children.

### **Taking the views of people using the care service into account**

Children told us that they enjoyed going out into the playground with their buddies as part of the transition arrangements for school. They enjoyed looking for bugs and built a snail house for a snail they had found. Children enjoyed playing outside especially experimenting in the mud kitchen. They told us about occasions when their families had visited nursery including a recent art exhibition of children's work and a show case where they danced hip hop.

### **Taking carers' views into account**

We met with a group of five parents, contacted a parent by telephone and received seven completed care standards questionnaires. Parents told us that staff supported children effectively with their early learning and childcare well. They commented positively about the transition process for children moving to school or as part of their settling in process. They felt involved in the service with opportunities to be part of the parent forum with recent consultations including the development of the outdoor area including the introduction of a mud kitchen for the children and to meet with staff to discuss their children's progress. Parents told us that staff attended training that enabled them to meet children's individual needs supporting children to achieve their potential.

### **Comments on Self Assessment**

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

We received a fully completed self-assessment from the service which gave us information about what they did well as well as areas for development.

## 2 The grades we awarded

We grade the quality of care and support, quality of the environment, quality of staffing and quality of management and leadership. In each case, we award a grade on a scale from 1 to 6, where 1 is unsatisfactory and 6 is excellent.

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

## 3 Quality of care and support

### Findings from the inspection

At this inspection we looked at how well children were supported with making the transition from nursery to school. We concluded that children were supported to a very good level.

We found that transitions were managed sensitively by staff who responded to children's individual needs. Children were effectively involved in deciding what they wanted to know about going to school. Staff responded by organising an effective buddy system, visits to the primary one classroom and the dinner hall and children being involved in the playtime experience. Links with primary one children and staff through, for example, joint story-telling and projects enhanced transitions further. Children moving to other schools benefitted from staff linking with the other schools and partnership working with parents and other agencies. This resulted in information being shared to enable as smooth a transition as possible for children and their individual needs being met.

Children were supported with transitions in a positive way. They were curious and excited about going to school and knowledgeable when talking about what they expected and what they would learn.

As part of the self-evaluation process parents and children were consulted about the quality of the transition process. In the main positive feedback was given with some areas for improvement identified. For example, if parents felt it would be helpful if a visit or activity was experienced by children that was unplanned it would be helpful if that information was included on the white board providing daily information. This would allow parents to discuss these experiences with children.

### Grade

**The quality of care and support is graded 5 - Very Good**

### Requirements

**Number of requirements - 0**

### Recommendations

**Number of recommendations - 0**

## 4 Quality of environment

### Findings from the inspection

At this inspection we looked at the outdoor environment and the early learning experiences for children as a result. We concluded that the environment led to very good experiences for children.

Staff, parents and children had developed the outdoor area to create a stimulating environment enabling children to explore and have fun when learning. This included lots of natural resources and loose materials to support children's investigation and curiosity. For example, children explored what materials worked best to build a house concluding that bricks worked best when building a house for a snail they found in the garden. The children played imaginatively, took turns and developed social skills as they interacted with their peers. Children were becoming risk aware, developed balance and co-ordination when riding the balance bikes and experimented in the mud kitchen. Children had free access to the outdoor area benefitting from experiences that they enjoyed and that challenged them. They were proud of the plants, fruit and vegetables they had grown. They told us that the sunflower seeds had grown into sunflowers that were taller than they were.

As part of the self-evaluation of the service there was a focus on the outdoor learning environment to support different types of play. Staff interacted with children using effective questioning supporting children to problem solve and explore their outdoor environment learning to care for living things. Families were involved in 'learning walks' and trips to the woods. The service continued to identify how outdoor learning experiences could be developed for children.

### Grade

**The quality of environment is graded 5 - Very Good**

### Requirements

Number of requirements - 0

### Recommendations

Number of recommendations - 0

## 5 Quality of staffing



## Findings from the inspection

At this inspection we considered staff professional development and the impact of their learning on outcomes for children. We concluded that the impact was very good.

Staff were professional, motivated and committed to delivering positive outcomes for children. Their interactions with and the experiences they provided for children supported children's learning. Staff were responsive to children's needs ensuring that they had the knowledge and skills to respond as required. A parent said that staff had worked with them to develop routines and strategies to effectively support their child. They said that staff were trained to effectively meet their child's needs.

Staff were involved in the process of self-evaluation in the service. For example, individual staff strengths and areas for improvement were identified with support being provided to continue to develop practice both individually and as a team. Their interactions with children were improving through the use of effective questioning supporting children's involvement in their learning. Children benefitted from staff being involved in research, training and self-evaluation enabling them to reflect on practice and develop knowledge and understanding of how best to support children with their early learning and childcare.

## Grade

The quality of staffing is graded 5 - Very Good

## Requirements

Number of requirements - 0

## Recommendations

Number of recommendations - 0

# 6 Quality of management and leadership

## Findings from the inspection

In this inspection we considered self-evaluation and the impact on outcomes for children. We looked at how all parties worked together to evaluate the quality of the service. We concluded that self-evaluation was undertaken to a very good level and that it was a strength resulting in continuous improvement in the service.

The service involved parents, children and staff in evaluating its quality through the use of best practice guidance including 'How good is our early learning and childcare' and 'Building the Ambition'. Their views were gathered and an improvement plan developed as a result focusing on improving outcomes for children. The senior management team and peer monitoring resulted in very effective procedures to monitor the progress and impact of the improvement plan throughout the year. For example, progress was made to outdoor learning experiences for children, consultation about the process of transitions highlighted some areas for improvement and the service planned to evaluate and develop systems and processes for tracking children's progress. A question of the month was used to engage staff in reflecting on practice and professional dialogue supported them in exploring how to make improvements to practice as a result. Progress and outcomes of self-evaluation was shared effectively with parents using methods including visual displays.

### **Grade**

**The quality of management and leadership is graded 5 - Very Good**

### **Requirements**

**Number of requirements - 0**

### **Recommendations**

**Number of recommendations - 0**

## 7 What the service has done to meet any requirements we made at our last inspection

### Previous requirements

There are no outstanding requirements.

## 8 What the service has done to meet any recommendations we made at our last inspection

### Previous recommendations

There are no outstanding recommendations.

## 9 Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

## 10 Enforcements

We have taken no enforcement action against this care service since the last inspection.

## 11 Additional Information

There is no additional information.

## 12 Inspection and grading history

Date	Type	Gradings	
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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