

Newton Primary School Nursery Day Care of Children

Newton Crescent
Dunblane
FK15 0DZ

Telephone: 01786 824484

Type of inspection:

Unannounced

Completed on:

29 August 2019

Service provided by:

Stirling Council

Service provider number:

SP2003002689

Service no:

CS2003015574

About the service

This service was registered with the Care Inspectorate on 1 April 2011.

Newton Primary School Nursery is a Stirling Council education provider, providing a day care service for a maximum of 32 children at any one time, age from three years to an age to attend primary school. The service operates from one playroom, within the primary school building, situated in the town of Dunblane, 10 miles from Stirling. The service benefited from a separate entrance, designated outdoor play area, and had good access to public transport links and local amenities, such as parks and the local library.

The service aims to provide an enriching and interactive environment where everyone feels valued, respected, has a sense of belonging and is encouraged to reach their potential.

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. There were 18 children on the day of inspection, including three who were new and settling in. The new children had benefited from a carefully planned transition into the service and, as a result, appeared to be happy and at ease. All children were fully engaged in play experiences during our visit. They were keen to talk to us and told us:

"I can go to the house corner and the den, where I can lie down."

"I love the beanbags [in the story area]."

"The dinosaurs need water and leaves."

We sent out 11 care standards questionnaires to parents of children who attend the service. We received seven completed questionnaires from parents before the inspection. We spoke with five more parents individually. Overall, parents were very happy with the care and support their child received in this service. They told us:

"Fantastic learning environment. The nursery absolutely achieves learning through play, we are so happy with the learning achieved and the amount of fun and positive relationships my son has experienced. I could not rate the nursery any higher."

"My son loves this nursery. The staff are excellent, and the facilities are great. I am so happy with the service."

"Newton is a wonderful nursery with an exceptional quality of staff. Staff are caring, friendly and great at communicating with parents. My child has a great time at the nursery and always has a wide range of play options available. Staff are great and encouraging and developing areas of interest identified by the children."

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. This demonstrated their priorities for development and how they were monitoring the quality of the provision within the service. For example, to have more links and make better use of community resources.

From this inspection we graded this service as:

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

What the service does well

The highly motivated management and staff team worked well together and their commitment to provide high quality outcomes for children resulted in some emerging areas of excellence.

Successful parental engagement created opportunities for continuous learning across home and nursery. Such as, family learning sessions and specific groups, including 'Magical Maths'. Parents were given journals to reflect on these sessions and one parent wrote: "My child was able to finish the rhyming sentences once he had read the book a couple of times." Parents were included and involved in their children's learning.

Children's rights were at the heart of the service. They were valued as capable individuals whose decisions were respected. Children decided themselves what clothing they wanted to wear when going outdoors. There were opportunities to relax in cosy areas and children had their own space to keep personal belongings. Staff planned learning experiences from children's interests and wishes.

Emotional wellbeing was very well supported through nurturing relationships. Staff were responsive to the needs of new children who were settling in. Children's achievements at home and in nursery were recognised and displayed on the achievement wall. The 'Nurturing Newton' policy supported staff to understand the principles of nurture and how to support children to develop resilience. Similarly, mindfulness sessions helped children to relax.

The very good learning environment was inviting and attractive and offered a wide range of exciting quality learning experiences. This supported children to develop curiosity, imagination and discovery skills. The flexible routine allowed children to play at their own pace, with limited interruptions. Learning areas were carefully arranged for children to be independent and to engage in self-directed play. Play materials were accessible and natural open ended resources, also known as loose parts, helped children to develop creativity skills and offered challenging experiences.

The sensory garden housed a range of herbs and textured plants to feel. We observed children making 'soup' in the mud area and picking coriander to put into their 'soup'. Children harvested the vegetables and at snack time added herbs to their potatoes and explored different tastes.

Children were carefully supported to make successful transitions. New children and parents were given plenty of visits and information sessions. This resulted in children settling quickly and parents feeling reassured. Transition support into school was of a high standard. Partnership working across the early level should be recognised as an area of best practice, which resulted in continuity of learning through play opportunities into primary one. Similarly, there were plans in place for children who required additional support, for example, extra visits and strategies such as signage to provide reassurance and help them to understand new routines.

Children had opportunities to independently risk assess and understand the benefits of taking appropriate risks. For example, they were jumping from wooden blocks and staff knew when they might need support and when not to intervene. Similarly, we saw opportunities to problem solve, for example, manoeuvring the wheelbarrow on different heights and ground surfaces.

What the service could do better

The local authority had delivered training on effective recording of children's learning and, as a result, we saw the positive effect this training had on practice. For example, recorded observations that identified skills and depth of learning. Moving forward, staff planned to use children's individual learning needs to inform future planning. Such planned improvements would support the recording of children's next steps in learning journals to be focused and linked to individual learning needs. Next steps should be followed through to provide increased opportunities for children's successes and achievements to be maximised. This would help children to progress at an appropriate pace and support staff to track individual progress more effectively.

We discussed that staff could develop a streamlined planning system to bring together children's identified learning needs and interests. Ongoing planned support and guidance from the local authority would support this area for improvement. Staff had introduced skills groups to focus on children's needs. To make these groups more meaningful, they could strengthen links to children's planned learning needs to ensure they were challenged more in their thinking. Similarly, we suggested that planned experiences during free play could challenge children's learning more. The planned leadership roles within the staff team, for example, leaders in digital skills, community, literacy and numeracy and maths would further develop such opportunities for self-directed and planned play.

We saw some very good examples of how staff extended children's learning experiences. For example, we saw a big book which included children's views and photographs about an interest in animals. Similarly, we heard some examples of good questioning by staff to develop children's thinking skills. We suggested that these could be further developed to be consistently embedded in daily practice to encourage children to think about solutions to allow them to be experts in their learning.

The staff had identified the need to have more links and make more use of the local community, for example the library and parks. We asked staff to consider a flexible risk benefit approach to effectively manage sessions to reduce barriers and allow more opportunities to be out in the community. This would support children to be active participants in, and to appreciate, their local environment.

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

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
28 Apr 2016	Unannounced	Care and support
		5 - Very good
		Environment
		5 - Very good
		Staffing
		5 - Very good
		Management and leadership
		5 - Very good

Date	Type	Gradings	
9 May 2013	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
14 May 2010	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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