

Maddiston Early Learning and Childcare Centre Day Care of Children

Glendevon Drive
Maddiston
Falkirk
FK2 0GT

Telephone: 01324 506 750

Type of inspection:
Unannounced

Completed on:
1 November 2019

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003043647

About the service

Maddiston Primary School Nursery is registered to provide a care service to a maximum of 95 children aged from 3 years to those not yet attending primary school.

The service operates as part of Maddiston Primary School, situated close to public transport routes and other local amenities. The nursery is accessed through a dedicated entrance and cloakroom area. Throughout the session children can access two large open playrooms, a smaller room for quiet activities and easy accessible toilets. A well equipped garden area can be freely accessed from both playrooms. Children also have regular access to a soft play area, gym hall and sensory room within the school. A kitchen area is available for the preparation of snacks and other activities.

The aims of the service included:

- Provide a safe and stimulating environment, in which children can feel happy and secure.
- Encourage the emotional, social, physical, creative and intellectual development of children.
- Promote the welfare of the children.
- Encourage positive attitudes to self and others and develop confidence and self-esteem.
- Create opportunities for play.
- Encourage children to explore, appreciate and respect the environment.
- Provide opportunities to stimulate interest and imagination.
- Extend the children's abilities to communicate ideas and feelings in a variety of ways.
- To settle the child into the Nursery environment making him/her feel welcomed and at ease.
- To support the parent giving them a feeling of security when leaving the child in the care of Maddiston Nursery Class.
- To obtain as much information regarding the child, easing the transition from another establishment to Maddiston Nursery Class.
- To promote social inclusion where everyone is valued and treated in a fair and just manner.
- To form strong partnerships with parents, valuing their input and views.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is 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 GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

Throughout the inspection children were very busy as they happily played, exploring the wide variety of activities and experiences available. Most children were deeply engaged in their play, showing confidence and enjoyment in the nursery.

When asked about their nursery the children told us "It's fun", "It's for playing", "Block I like blocks", "Well I like to wear the dresses". Some children had made halloween musical instruments and proudly showed us and demonstrated the sounds they had made. This demonstrated their sense of achievement and learning.

We sent 35 care standards questionnaires (CSQs) to parents of children who attended the service. 22 were completed and returned to us before the inspection visit.

In the returned questionnaires, 17 parents strongly agreed and 5 agreed that overall they were happy with the quality of care their children received in the service. Parents' written comments included:

"The staff have really helped my daughter settle."

"I am very happy with Maddiston Nursery, my son absolutely loves it and he has come on leaps and bounds over the last year."

"Staff are always happy, friendly and approachable, more than happy to help with any concerns. I personally couldn't be happier with the care my child receives."

"My daughter is always smiling and speaking about all her friends and teachers at nursery."

"My child appears extremely happy going to nursery and her overall experience so far has been very positive. The staff know the children as individuals and can chat with knowledge about their day to day activities and well being."

"My child thoroughly enjoys attending Maddiston Nursery. He is thriving in the fabulous environment created by the hard working staff."

"I am very happy with the services that Maddiston Primary Nursery provide for my son. He is happy, engaged and content."

Parents spoken to during the inspection visit told us their children were very happy at the nursery. They made positive comments about management and staff, in particular how they and their children had been supported and information shared about their children's experiences, learning and development. Parents also made positive comments about staffs commitment to working with them and other professionals to ensure inclusion and children's wellbeing. One parent commented:

"I now have a little boy who feels safe when attending nursery and this is clearly down to the fantastic teachers within this nursery. He has built up positive relationships with a variety of teachers and his needs are clearly met and understood." "The nurturing environment within the nursery is allowing my son to become confident as an individual and create strong bonds within the nursery setting."

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

Children were individually welcomed and given time to chat and share their news.

Throughout the session children experienced warm and nurturing interactions with staff respectfully listening to them and responding to their individual requests. Staff demonstrated a genuine interest and value of children's individual thoughts and contributions to nursery experience. This promoted children's self-esteem, supporting their feeling of inclusion and belonging in the nursery.

Trusting relationships and attachments were forming between children and staff. Children affectionately approached staff who gently responded to their cues for cuddles and individual attention. This further supported children's feeling of belonging and being well cared for.

Consistent praise and encouragement were used which provoked new learning and supported children to achieve. Staff used effective questioning to enable children to lead their own play and learning. This supported children to think about and make sense of what they were doing, making and saying. Staff could talk about the unique personalities and needs of individual children and used this knowledge to support emotional development and plan for effective learning experiences. Children were consulted and offered choices through good communication systems, such as the use of MAKATON sign language and visual supports well placed and used within the nursery.

During the session a group of children enjoyed taking part in a yoga experience. Afterwards, some excitedly ran to us to tell us what they had been doing and showed us some of the exercises and moves they had learned. It was evident they had fun and were looking forward to the next time.

Staff used different areas within the school to enhance play and learning experiences for all children. They had recognised the need for nurture spaces both indoors and outdoors where children could be alone, relax and observe from a far. This supported health, wellbeing and helped new children to become familiar with their surroundings and feel at ease.

The flow and pace of the day promoted uninterrupted play and the relaxed free flow indoor outdoor ethos supported children to explore and investigate all areas. Children had time to reflect upon and question their ideas and thoughts. This way of working respected children's need for learning through play.

We could see children worked well together when making an obstacle course from large loose parts materials. Staff had good knowledge of when to intervene to support problem solving skills and extend play ideas. Enabling and skilled interactions from staff helped children to complete tasks and persevere at things they first found difficult.

A sense of partnership working developed confidence in the nursery and built trusting relationships with families. Children who required additional support for learning had individualised aims and effective systems for support, such as joint up working with other professionals, regular team meetings and good use of sensory areas within the school.

Knowledge understanding of child protection and procedures to follow in the unlikely event of an incident was evident from policies we looked at and conversation with staff.

Staff were well supported by the senior management team and we could see the positive impact this had on children's learning opportunities and experiences. We could see that staff were encouraged to attend training, share personal learning and take on leadership roles.

This ensured they were able to reflect on every day practice and make on going improvements that were meaningful and of a high quality to children and families in their care.

What the service could do better

We suggested the very good visual supports within the nursery which enhanced early numeracy and literacy knowledge and understanding could be extended to the outdoor area.

This would provide consistent approaches and messages both indoors and outdoors to help children make sense of the world around them and achieve.

Planning systems for children's learning were of a high standard (staff had worked on a new approach to this). Moving forward the staff should now focus on implementing a clear monitoring and tracking system to identify children's individual learning and progress. Staff had self identified and were keen to further enhance their skills of observing and recording children's day to day learning. Developing this would enhance practice and support children to reach their full potential.

While we found that a variety of play experiences were available to children, we asked the service to engage in a more risk benefit approach to play. Children would benefit from real experiences where they could become aware of and develop life skills to manage age appropriate risks. This would encourage problem solving skills, creativity and provide further challenge for children who may need it. Children could then learn by trial and error in a safe and supportive environment.

General practice in the areas of managing medication should be reviewed and updated to ensure it is meeting best practice guidance. During the snack routine children were encouraged to be independent and self help skills were promoted. However, we reminded the service to ensure good hand washing practice is maintained and supported during this busy time. This would support the health and wellbeing of children and reduce the risk of the spread of infection, keeping children safe and healthy.

Moving forward some thought should be given to the play surfaces outdoors. Providing different natural surfaces such as grass, gravel and wood would enrich the play opportunities and encourage children to investigate the uses and properties of natural materials. Staff had planned and were looking forward to further training on the natural outdoor play environment in the coming year.

Staff could further develop their knowledge and understanding of attachment theories. In particular how children's adverse early childhood experiences (ACE'S) impact their relationships, learning and general wellbeing. This would mean staff were well aware of how to provide enhanced care and support for children that may require it.

We were confident that consistent team working and systems within the service made families confident that children were safe, loved and encouraged to thrive.

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	
6 Sep 2016	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
3 Jun 2013	Unannounced	Care and support	5 - Very good

Date	Type	Gradings	
		Environment Staffing Management and leadership	5 - Very good 6 - Excellent 5 - Very good
18 Nov 2010	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed Not assessed Not assessed
31 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 4 - Good 4 - Good

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