

St. Bernadette's Primary School Nursery Class Day Care of Children

Edward Avenue
Stenhousemuir
Larbert
FK5 4JW

Telephone: 01324 503 400

Type of inspection:
Unannounced

Completed on:
30 January 2020

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2012306828

About the service

This service has been registered with the Care Inspectorate since 22 August 2012.

St. Bernadette's Primary School Nursery Class 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 per session age 3 to those not yet attending primary school. As a result of the early learning and childcare expansion, the service now operates from 09:00 until 15:00 during term time. The service is situated in Stenhousemuir on the same site as St. Bernadette's Primary School and is managed by Headteacher, Mrs Marianne Savage. The children are cared for by a team of early learning and childcare staff. The accommodation includes a cloakroom area, an open plan 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.

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 said, "We are making a dragon." "Ice cream". (For lunch) I'll show you red and white makes pink." "It was good we kicked sideways (tae kwon do)" Children chatted with staff when helping to prepare snack and when taking part in a baking activity. They talked about growing an apple tree using the seeds from the apple and were using electronic scales to weigh the ingredients when baking a cake talking about the numbers they recognised.

We spoke with five parents who commented positively about the support children were given when settling into the service; about the variety of learning experiences children benefitted from; they said they felt children were building confidence as a result of their nursery experience and that staff were kind and nurturing with children. When consulted about children's outdoor experiences parents had said: "I think it's fantastic that you offer this to children at such an early age. These experiences shape them into such confident children." "I just can't believe that she's managed to climb that tree by herself."

We sent out fifteen care standard questionnaires for distribution by the service. Nine completed questionnaires were returned. They highlighted that families overall 'strongly agreed' that they were happy with the quality of the care children received. Comments included:

"Nursery has helped My child develop and has brought him on. It's a friendly safe environment and he enjoys going. Staff are friendly and always willing to help and offer support where needed."

"My son started nursery in August and settled very quickly which gives me confidence he is happy in the environment. He discussed interests with staff and has come home sharing facts and interesting information about this further developing his knowledge. He talks about Peers and staff at home in a very positive light."

"My kid is happy. I'm happy mum."

"Over the past year my son's confidence has grown immensely. I can see from social media that he is being actively encouraged to form trusting relationships with his peers. This is also evident in how much my child talks about his friends and the activities they take part in. My son is also confident around adults which I feel has been down to the staff in the nursery who have encouraged and nurtured this. I am confident my child is emotionally supported in a stimulating and nurturing environment."

"Excellent education delivered by supportive and caring staff. My daughters development since starting at St Bernadette's nursery has been incredible to watch. Her confidence and abilities improve on a daily basis and I am grateful for the level of support and compassion the staff offer to the children."

"I think the nursery staff do an amazing job and are so welcoming and friendly to all parents and children. Really easy to talk to and very understanding."

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

The staff team created a warm, welcoming and nurturing ethos supporting families to feel included in the life and work of the service. Children were welcomed by warm, kind and compassionate staff supporting them to feel secure, respected and loved. There was a sensitive settling in process in place to support children to feel emotionally ready to separate from their parent(s). This meant that positive relationships were developed, and separation anxieties minimised ensuring that children felt safe and secure.

Staff had a nurturing approach and could talk about the unique personalities and needs of individual children and their families. They had appropriate arrangements in place to meet individual needs nurturing children in developing their learning and skills for life in keeping safe, healthy and active. Staff recognised that some children benefitted from sensory experiences responding to their need for a quiet safe space.

Strong links with the school and the wider community supported children to have a sense of belonging and to feel included and respected. Spending time in the school environment, including joining the school children at playtime, meant that children could spend time with friends and siblings.

Children were having fun, developing life skills and learning naturally through everyday experiences, play and interactions. A baking activity supported children to use technology and to develop skills in literacy and numeracy skills. They enjoyed block play, made music with pots and pans and enjoyed playing games or

reading story books. They were developing skills in understanding, thinking, investigation and problem solving as well as their creativity.

An increase in the number of staff in the service as a result of the early learning and childcare expansion had been managed well ensuring that positive nurturing relationships were formed with children who were respected and included in the service. Staff had an understanding of attachment theory and were sensitive to the needs of children when for example, they were settling into the service. Staff giving children quiet reassurance supported them to feel safe and secure.

The senior management team supported staff well working towards a collegiate team approach using self-evaluation to address areas for improvement. This was resulting in the service moving forward based on a foundation of current thinking, research and good practice. For instance, mealtimes were evaluated and improved taking account of the providers initiative 'marvellous mealtimes,' Setting the Table and Food Matters. Distributed leadership was resulting in a confident and motivated staff team. Staff were positive about development opportunities and were able to demonstrate clearly, the impact on their practice. For instance, they were leading on forest visits, stay and play sessions, literacy and numeracy and STEM. The staff team were becoming reflective practitioners and felt safe to try out new initiatives as they continued the improvement journey that was delivering very good outcomes for children that were responsive to their individual needs.

What the service could do better

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.

Staff interactions were sensitive, providing support for development and learning. This ensured that children had opportunities to develop social and physical skills, confidence and creativity through a balance of organised and freely chosen play. 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.

The service had identified the need to improve the quality of observations that showed children's achievements and progression in their learning. We suggested the use of peer monitoring to evaluate the quality of information.

Work to develop systems that are proportionate and manageable to show significant improvement in the service was underway. We suggested the use of either individual or group reflective diaries to show significant reflective practice, learning as a result and the impact on outcomes for children. We discussed how systems including the 'Floor book' could be further developed to support collaborative discussion and planning illustrating children's ideas, voices, interests and next steps in their progress and learning.

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	
22 Sep 2016	Unannounced	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5 - Very good
24 Jun 2013	Unannounced	Care and support	5 - Very good

Date	Type	Gradings	
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can 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.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.