

Swinton Primary School Nursery Day Care of Children

Swinton Primary School
Swinton
Duns
TD11 3JE

Telephone: 01890 860 237

Type of inspection:
Unannounced

Completed on:
2 December 2021

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2019377660

About the service

The service was registered with the Care Inspectorate on 06 August 2020.

Swinton Primary School Nursery to provide a day care of children service to a maximum of 21 children aged from two years to not yet of an age to attend primary school at any one time.

Of those 21 no more than five are aged two to under three.

Adult: child ratios will be

two and under three - 1:5

three and over - 1:8 if children attend more than four hours per day, or 1:10 if the children attend for less than four hours per day.

The service operates from a dedicated space within Swinton Primary School and have access to their own toilets, cloakroom area and nursery garden.

This inspection was carried out by two inspectors from the Care Inspectorate. We visited the nursery on 23 November 2021 when we spoke to children, staff and the management team. We reviewed relevant documentation during the inspection and further information and documentation was requested from the head teacher and was sent to us by e-mail. We asked the service to distribute an email from us to parents using the service asking for their views. We provided feedback to nursery staff, head teacher and a local authority representative on 02 December 2021 using Microsoft Teams.

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.

As part of this inspection, we took into consideration Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19 with a specific focus on Quality indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this under quality of care and support.

What people told us

Four children were attending the nursery on the day of inspection. We spoke with them during the inspection and carried out observations of their experiences both indoors and outdoors. Children were very confident, happy and relaxed during their play. They were comfortable approaching adults to seek support and comfort and were engaged in their play throughout the inspection.

We sent an email to the service to forward to nursery parents to allow us to gather their views. We received six replies which indicated that parents were overall satisfied with the quality of care at the nursery. Some additional comments can be seen below:

"Swinton nursery was brilliant at keeping in touch during lockdown, they spoke to my child on teams alone with the other children, which made going back to nursery easier for my child and she could see and talk to her friends, they emailed sometimes with news letters and things going on and sometimes phoned if they

needed to.

My child really enjoys going to nursery and there was never a time she didn't want to go. The staff are always very encouraging and happy to see her. The nursery was very good at educating through play it is a gentle introduction to education. The staff always have a quick chat with me at the door to tell me about my child's day anything else they would phone for a chat. She has a learning journey which we took home sometimes to look through or we could just ask to see it. My child got to go outside anytime she wanted she especially loved the paddling pool in the summer. She also did a obstacle course, kite flying and bubbles. Swinton nursery was a brilliant service for my child, she learnt so much and they have given her so much confidence. The staff are so encouraging and gentle with my child. Thank you".

"Swinton ELC did a fantastic job of keeping us all up to date during covid. They planned activities for us to do at home with the children, interacted with us on progress using teams and made sure to do video calls to try and keep the children familiar with routines and teachers. They offered a caring approach and made themselves available for any concerns we may have had and were very responsive to emails/phone calls. My son adores the nursery, he has thrived since going. Swinton has made such an impact on his development. He loves getting involved with all the topics, so far his favourite has been - the human body, space and emotional wellbeing (feelings monster). The nursery always take an interest in whatever he is currently in to and help him to extend his knowledge, recently he has enjoyed building large train tracks. He loves story time as a way to calm him but equally loves when they make an activity based on the story. The nursery have a lovely outdoor area which is used frequently. My child loves playing with water, drawing on the chalk board and doing 'challenges' whether that be obstacles or finding the letters to their name. They also go for walks through the village on occasions and have access to the primary school surroundings which my son loves".

" I have seen a remarkable difference in my daughter since attending Swinton ELC. She loves attending so much, that on weekends she is disappointed not to be attending! She loves playing outside and doing crafts, but the ability for children to participate in cooking/baking is fantastic for her too. The practitioners and fantastic. They are an absolute credit to the school. They are so professional with parents whilst clearly ensuring that the ELC environment is a perfect balance of fun and learning. They are informative, and feedback information that is relevant to my child and her development. My daughter has come along leaps and bounds since starting. I think having more children in the ELC would benefit both the school and the children itself. The class size is fantastic on the one hand, but if one or two children are off unwell etc it reduces the class to 1/2 children. Advertising more that they are open would be useful. They seem to spend lots of time outdoors which is fantastic. I know they have participated in all sorts of activities outside from PE, bikes/scooters, games, arts and crafts outside (firework painting as an example were fantastic!) I feel so incredibly privileged to have such a fantastic ELC on my doorstep and available to my children. The friendliness of staff, how accommodating they are and how caring they are towards the children is absolutely evident. My daughter absolutely loves attending. I feel very comfortable that she is very well looked after, safe and that both teachers will use their initiative if ever an emergency situation arose. The ELC and staff are an absolute credit to the school".

"My child absolutely loves going to Swinton. In my opinion she really likes the fact that they do a lot of learning about many different things. Every time I pick her up she tells me about the things that she has learnt. She enjoys drawing and making all kinds of art, she also likes singing. The ELC kids join in with the school kids for playtime and PE.

The service is friendly, positive and more learning oriented. Even though the kids are playing they're preparing for school. I can't really think of any improvements, we are very happy with Swinton nursery. We get to have a quick chat with the staff at drop off and pick up times. There are also some information boards at the entrance, which tell us what kind of things they're learning at the moment. We are waiting on getting access to an app, where we will be able to get even more information on how my child is doing and

hopefully see her learning journey.

The kids have regular access to outdoors. As far as I know they join the school kids outside for play. They have been doing some art outside too and in the warmer days were playing with water. My child loved it!

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan which 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	4 - Good
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

Children experienced warm and caring interactions from nurturing staff. Children appeared relaxed and engaged in their play and were confident to seek reassurance and support when needed. Staff were attentive and sensitive when responding to individual children's needs, this meant children felt safe and secure in the service.

Information had been gathered that reflected the individual needs of each child. Staff worked in partnership with families to support individual children. We have asked staff to develop children's personal plans to include more detailed strategies for children that may require additional support. This information would support staff to keep children safe and well.

Staff knew children very well and reflected confidently on their learning and development. We saw that they consistently encouraged children through effective questioning and involvement in their play. They were responsive to children's interests from within the home and at the setting. This supported staff when planning and providing quality learning experiences for children and enabled children to explore experiences that interested them. Staff were continuing to develop the process of supporting children to become active participants in planning and leading their learning.

Families benefited from respectful and trusting relationships and were encouraged to regularly and meaningfully contribute to the life of the setting. This approach meant that staff, children and families had worked together to develop a strong vision, values, and aims which is now embedded within the daily practice of the setting.

Mealtimes were calm and staff recognised these as opportunities to provide a caring, positive and social experience. Children and staff enjoyed eating together in an unhurried and relaxed atmosphere which provided the opportunity for quality conversations and interactions. Food choices were nutritious, reflected

current guidance and were appropriately adapted for children's individual cultural and dietary needs.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and staff. For example, we observed children handwashing regularly throughout the day. It was evident that this was embedded into the daily routine. The nursery environment was clean and staff were aware of the procedure to wear face coverings. We have reminded the service to limit the amount of visitors to the nursery room and re-introduce touch point cleaning.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

The environment was welcoming and benefited from natural quality furnishings and resources. This meant that children had a pleasant environment to be cared for within and access to high-quality resources that enhanced their play.

Children were using the environment well and had access to a range of resources that promoted fun, independence and extended their learning. Staff were knowledgeable about scaffolding play and were responsive to children's requests. Moving forward staff should evaluate the play areas and consider how to deepen the learning opportunities within each space. Staff should explore creative ways to involve children in this process so they are able to have an active role in influencing the design of the spaces both indoors and outdoors.

Children had direct access to the garden and were able to move freely between indoors and out. Staff understood the importance of outdoor play and provided a good range of learning resources including open ended and "loose parts" materials. Staff recognised and celebrated children's creations and understood the importance of children revisiting their learning and sensitively supported children to do this. A canopy and outdoor shed provided the children with an undercover area to further extend the use of the outdoor environment. Staff are enthusiastic about using the outdoors and will continue to review the environment to ensure they are providing a rich play environment that meets the children's developmental needs.

The nursery played a vital role within the wider community and staff were keen to support children to explore the world around them. Further outdoor experiences were enhanced as children accessed the wider school grounds and small woodland area..

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

Staff were kind, caring and had a genuine warmth towards children which enabled children to feel safe, secure, and valued. A consistent staff team offered continuity and predictability for both children and families. Parents confirmed that strong, trusting relationships with the staff team had been established and these continued to have a positive impact on children's learning and development.

Children were settled in the nursery because staff adopted a nurturing approach. This included using soft, quiet voices and they were aware of their own body language, and the importance of being open and available to children. Staff took advantage of one-to-one opportunities with children, initiating conversations with them and promoting a learning environment rich in language and literacy. Staff modelled strong, respectful relationships with one another which resulted in children experiencing a warm, nurturing atmosphere.

Staff demonstrated commitment to their professional development. They had completed a variety of professional training in relation to their role and this had a direct impact on their practice and improved outcomes for children and families.

Staff were reflective about their own practice and staff meetings were used to evaluate and improve practice. Staff should begin to formalise these meetings to show the evidence and impact of this work. This would allow staff practice to be challenged and developed through information sharing and self evaluation.

The staff team recognised the importance of building strong working relationships with the wider early learning and childcare network. This had provided staff with a variety of ways to share practice, build strong professional relationships and develop peer to peer support. The staff shared examples of how this had supported them to develop confidence within their roles and develop practice ideas within the setting thus having a positive impact on outcomes for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

The vision, values and aims for the nursery had been developed with children and families and reflected the needs of the local community. We saw that staff were developing these values with children and embedding them into everyday practice. The head teacher was passionate about the benefit of having the nursery as part of the school community and felt strongly that the whole school be seen as an important part of the wider rural community.

Management and staff shared a clear desire to work together to improve outcomes for children and families. This included promoting a positive ethos in the staff team by building on staff's strengths and supporting continuous professional development. Planned review and development meetings will support staff to reflect on their professional development, highlight their skills and knowledge whilst offering an opportunity to celebrate their achievements. Staff had built up a close and trusting relationship with each other this meant children enjoyed care and support in a relaxed and pleasant environment.

The head teacher worked across two settings and this provided an opportunity to build relationships between both settings, share practice, carry out practice visits and offer peer to peer support. We discussed the importance of balancing support between both settings to ensure that all staff have consistent ongoing support.

The setting benefited from regular quality assurance visits and ongoing support from the local authority. Detailed notes along with an action plan supported staff to identify and focus on areas for improvement whilst implementing and leading change. Quality assurance was in place that highlighted areas for strength and staff were working through the areas for improvement. We suggested that they review how they will measure the impact of the improvement priorities to enable them to recognise progress and success. We sign-posted the service to the Hub and the use of best practice framework documents to support self-evaluation, such as 'Realising the Ambition'.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

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.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

This service does not have any prior inspection history or grades.

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