

Deanburn Primary School Nursery Day Care of Children

Hazeldean Avenue
Bo'ness
EH51 0NS

Telephone: 01506 778 320

Type of inspection:
Unannounced

Completed on:
24 November 2021

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003043640

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was registered with 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.

Deanburn Primary School Nursery is part of Falkirk Council's provision for pre-school education. The nursery was granted a variation 20 April 2021 to increase the number of children cared for and is now has the following conditions of registration:

1. The age range of the children will be from 3 years to those not yet attending primary school.
2. To provide a care service to a maximum of 72 children aged 3 years to those not yet attending primary school.

Any other conditions unique to the service:

3. The service will comply with the following Adult : Child ratios:

Aged 3 and over - 1 Adult : 8 Children. Where children aged 3 and over attend a session which is less than a continuous period of four hours in any day, the adult: child ratio is 1:10, providing individual children do not attend more than one session per day. morning and afternoon places for up to 45 children per session aged from 3 years to those not yet attending school. The service operates Monday to Friday during school term time.

The accommodation comprises of a room within the school - The Glade as well as premises situated in the playground - The Stream. The premises were open plan with direct access to outdoor areas.

The vision, values and aims of the service had been reviewed and aspired to provide children with a safe, secure and nurturing environment where they would be supported to play, learn, develop and grow. A full statement is available in the nursery information booklet.

What people told us

We spoke with most of the children during the inspection and made contact with seven parents.

Children were happy and content in the care of staff. They accessed all areas of the nursery, spending long periods of time at activities. They enjoyed imaginative play, being outdoors, building with the blocks and craft activities.

During their play children said;

While making hand prints a child said 'Look my hands are blue.'

When mixing paints 'Oh wow, its turning to brown.'

'Look it's a worm I found outside.'

'I want to play duck, duck goose.'

Overall parents were happy with the service provided. They felt that staff knew their child well and had the opportunity to discuss at six monthly reviews. A few parents preferred the electronic learning journeys as they were easier to access and contribute to.

Almost all parents commented on the positive relationships they had with staff. Parents were satisfied that any issues they raise were promptly dealt with and responded to. While they recognised the impact Covid-19 has had on daily sharing of information face to face, parents felt staff had implemented other ways to support communication such as regular phone calls and use of twitter. A few would like more notice about upcoming events as they felt at time, information was shared at short notice.

Almost all parents feel that staff are very good at supporting children's individual needs. They told us that staff took the time to explain why strategies and techniques were used to support children. Any decisions that needed to be made about their child were done in partnership so that parents felt fully involved.

Self assessment

We did not request a self assessment before this inspection.

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	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

The positive ethos within the service meant that children experienced warm, caring and nurturing interactions from staff. This helped them feel safe, secure and confident about approaching staff as they knew they would be listened to.

Staff encouraged children's natural curiosity which enabled them to lead their own play. Meaningful interactions and effective questions from staff, helped children benefit from play experiences. It challenged their thinking, enabled them to try their ideas and recognised their achievements. Staff used observation and assessment to track children's progress. As a result, children were progressing in their learning and development.

Effective information sharing with parents and link professionals meant that all children had personal plans in place. The staff team worked very well together to implement strategies and techniques which supported children's individual needs. The consistent approach meant children experienced continuity of care.

Meal and snack times helped children to develop self-help skills. Most were confident with routines which they followed independently, while others were well supported to make choices. Staff recognised the importance of this time, and planned to further develop the experience for children. For example, introducing hot plates to offer more flexibility to the time during which children could eat lunch.

We found that the required information for the safe administration of medication was not completed for all children. To minimise risk, the service should ensure accurate records for medication stored on the premises or administered to a child are in place. Reviewing the records on a termly basis and following the 'Management of medication in daycare of children and childminding services' guidance will support this. (see recommendation 1)

Effective infection prevention and control measures in place included enhanced cleaning, hand washing, and ensuring all areas were well ventilated. As a result, the risk of transmission of Covid-19 was minimised.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To support the safe storage and administration of medication, staff should ensure accurate records are in place.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that 'If I need help with medication, I am able to have as much control as possible' (**HSCS 2.23**).

This is to ensure staff practice is consistent with 'Management of medication in daycare of children and childminding services'.

Grade: 5 - very good

Quality of environment

Findings from the inspection

Children experienced a clean and well maintained setting. It was well furnished, comfortable and homely. Staff had given careful thought to small cosy areas with softer lighting where children could relax and feel nurtured and safe.

Playrooms provided a range of experiences for children to be imaginative and creative. Resources were attractively displayed inviting curiosity and interest. Children were able to choose what they wanted to play with from open shelving and labelled baskets. This encouraged their independence and responsibility in taking out and putting away resources.

Children could choose to play in stimulating and interesting outdoor environments throughout the day. Staff ensured children could independently access suitable outdoor clothing which helped maximise their use of outdoors. We saw children playing with a range of sensory experiences, including bark, mud and potion making. One child said "Digging is my favourite thing to do". Children were exploring water by pouring through tubes, filling, and measuring. They were imaginative in their play, creating lava streams on the ground and finding ways to cross it and develop fairy gardens. Staff supported their thinking and problem solving through their questions which further enriched children's play.

We saw children working together, having fun and becoming involved in their chosen play without interruption. Most remained motivated and interested for extended periods. Children developed their confidence by being physically active and assessing risk.

They also took part in the daily mile, outings within the area and woodland walks to play in natural environments. This supported learning about healthy lifestyles and being part of the community. Staff shared their plans to develop the garden areas to include planting and growing and creating areas for shade and shelter. This would allow children to enjoy the garden at all times whilst remaining comfortable.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

The increase in the number of staff, improved the skill mix and experience within the team. When they had started work at the service, newer staff felt well supported and had identified what would help them develop their skills. For example, by changing work patterns, support staff had developed better

relationships with children. This enabled them to offer responsive care as they understood and recognised children's individual needs.

Opportunities such as team meetings, the huddle and 1:1 supervision were used to support staff and ensure they could discuss their work. As a result staff felt listened to as their contributions were valued. As the service is delivered from two areas, there was a focus on further team building which would strengthen working relationships. To build capacity within the team, staff should be enabled to share their wide range of skills, knowledge and experience. For example improving diversity and using the wider community to extend children's learning experiences.

Staff used training and learning to improve their practice. For example, written observations were more effective at showing children's learning and progress. Staff supported children better as they were able to identify any focus areas that they needed support with. Staff will continue to reflect on their practice and identify training or best practice guidance for their continued professional development.

Staff were skilled at partnership working and had developed good relationships with families. Parents told us about the effective communication in place which meant they felt listened to and confident that staff 'took on board' any information they shared. As a result, parents felt involved in their child's care.

Staff were registered with the Scottish Social Services Council. We asked that staff update the details of their registration so they reflect their current place of work.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

The reviewed vision, values and aims of the service were implemented effectively into practice. The shared ethos meant that children were cared for in a consistent way by staff who valued, included and respected them as individuals.

The manager and staff had used self evaluation well to support the development of the service. For example, systems had been introduced to enable staff to support children's learning and development and monitor the progress they made. Staff should continue to use self-evaluation to build on the positive changes made. Reviewing the improvement plan will enable the manager and staff to assess progress and show the depth and breadth of children's learning through positive experiences.

The manager had created a shared vision for the service as all staff talked consistently about the areas for improvement. Enthusiastic staff shared their interests which they were keen to develop as they would offer

new experiences to support children's learning. To assist this, a training plan to outline individual professional development for staff should be compiled. This will encourage leadership opportunities for staff and support the continued overall development of the service.

The management team had supported the expansion of the staff team. As a result, children experienced being cared for by a knowledgeable and prepared staff team able to meet their needs. Monitoring was used to support staff practice as it recognised their skills, experience and areas they could develop. The feedback enabled staff to reflect on their practice as they had clear areas to work on.

Importance had been placed on developing partnership working with parents. They told us "there is an open door policy in place, and my views and opinions are taken on board". As a result parents felt involved in their child's care and knew what was happening in the service.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - 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

Recommendation 1

The provider should ensure that staff keep documented information about the progress of children's development and learning. This could include:

- staff being supported to understand how they can better capture and support children's individual significant learning through effective use of observations.
- developing an understanding of the GIRFEC wellbeing indicators and 'Curriculum for Excellence' (CfE).
- next steps in children's learning being used to inform future planning, which will support children to make progress in their learning.
- staff tracking children's individual progress more effectively.
- all records dated to show clear progression.

This will strengthen the planning and documentation of children's progression and achievements.

This is in order to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'I am supported to achieve my potential in education and employment if this is right for me.' (HSCS 1.27).

This recommendation was made on 19 December 2019.

Action taken on previous recommendation

Staff had developed systems to record children's learning and progress. Training had improved the quality of observations recorded which supported staff to track children's progress. This enabled them to identify if children needed focussed support which was incorporated into their planning. This recommendation has been met.

Recommendation 2

The provider should support children's continued health, wellbeing and safety by updating information held on children in their 'Personal Health Review' at least every six months or sooner if needed.

This is in order to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1.15).

This recommendation was made on 19 December 2019.

Action taken on previous recommendation

Staff had reviewed information about children's health so that it was up to date. This recommendation is met.

Recommendation 3

The provider should put an effective system in place to monitor, evaluate and review the environment, to ensure it is an enabling environment to support play and learning. This could include:

- tidying and organising areas and displaying resources attractively, to invite children's curiosity and interest.
- creating a homely environment, by introducing soft furnishing, low lighting and a comfortable adult chair to allow children to be comforted in a relaxing environment.
- introducing more varied and challenging resources to increase opportunities for children to engage in rich learning experiences.

This will create a motivating environment to maximise effective learning.

This is in order to ensure care and support is consistent with the Health and Social Care Standards (HSCS)

which state that 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment.' (HSCS 5.22).

This recommendation was made on 19 December 2019.

Action taken on previous recommendation

The environment had been reviewed and developed to provide stimulating and interesting areas for children. As a result children were engaged in their play which supported effective learning. This recommendation has been met.

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

Date	Type	Gradings
19 Sep 2019	Announced (short notice)	Care and support 3 - Adequate Environment 3 - Adequate Staffing Not assessed Management and leadership Not assessed
2 Dec 2016	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership 4 - Good
20 May 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good

Date	Type	Gradings	
16 Jun 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
10 Mar 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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