

Borestone Primary School Nursery Day Care of Children

New Park Road
St. Ninian's
Stirling
FK7 0QA

Telephone: 01786 237 984

Type of inspection:
Unannounced

Completed on:
28 March 2022

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Service no:
CS2003015608

About the service

Borestone Primary School Nursery registered with the Care Inspectorate in April 2011. The service is provided by Stirling Council and was registered to provide a care service to a maximum of 24 children at any one time, from age 3 to an age to attend primary school.

The service is located within Borestone Primary School in the St. Ninian's area of Stirling. Children are accommodated within one playroom which has direct access to a secure garden.

The service aims were developed in consultation with children and families and include:
to provide a safe, secure, warm, welcoming and inviting environment.

Have a positive nurturing interactions.

Adults who are friendly, fun, kind and happy, engage in children's play and learning.

Staff respond to families needs.

To have fun.

The vision agreed with children is:

We will play and learn together.

This was an unannounced inspection visit that took place on 24 March 2022 between 09:00 and 16:30. We used virtual technology to meet with staff and emails to provide an opportunity for families to give their view of the quality of the service. We provided feedback to the service using video call on Monday 28 March 2022.

What people told us

We spoke with children in the service and with four parents when they arrived to collect or drop off children. Two families responded to our email giving their views about the service.

Most families were happy with the experience children had in the service and appreciated the information about children's experiences they received through virtual technology and social media. They told us that they had good relationships with staff and felt they could approach the staff team should they have any queries or concerns. Some families felt they would benefit from increased engagement with the service but recognised the pandemic had meant they were unable to spend time in the setting.

One child proudly showed us round their nursery. They told us about the quiet space with nice lights where they could read a book, they said they liked to play in the home corner and when outside, said they liked to play in the sand and jump off the tree stumps and drums. (loose parts supported risky play experiences)
A child told us that the fix it folder made them feel better. They said that they talked to staff about feeling sad.

A family that had replied to our email had asked their child about what they liked to do best at nursery. The child had responded by saying they liked to play in the mud kitchen and with the building blocks.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We discussed their priorities for development that were part of the whole school improvement and recovery plan.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	not assessed

What the service does well

Children were motivated, engaged, had fun and were challenged by their play experiences. The play dough station enabled children to experiment, loose parts supported creativity and risky play developed confidence. We found a buzz of activity in a calm, purposeful and pleasant environment.

Children felt safe and secure, respected and loved by staff who were kind and compassionate. The nurturing practices and loving relationships observed, were essential to creating conditions for children to flourish. An outdoor activity programme run by nursery staff to help children settle into primary school showed that the service was in tune with children's individual personalities and needs. The nurturing ethos meant children were becoming confident as individuals as they were supported with the changes in their lives.

Children were supported to regulate their emotions and build emotional resilience by staff who had a strong understanding of the benefits of promoting children's emotional development. A child told us the fix it folder made them feel happy when they were sad. A calm approach and the effective strategies used by most staff supported children to feel, respected, safe and nurtured.

Mealtimes were unhurried and relaxed with opportunities for children to develop skills and enjoy a sociable experience. Children were learning about healthy eating, were involved in food preparation when cooking and baking and helped to set the table and serve the food. Staff had reflected on the mealtime and snack experiences and recognised that there were ways that children's experiences could be improved. Improvements made will develop a strong focus on how meal and snack times support children's learning and development.

The processes in place to monitor children's progress ensured children were confident and challenged in their learning. Staff planned in a responsive way so that children's interests and rights were taken into account. Staff told us that they continued to develop and improve the systems and processes that supported children to achieve their potential.

Staff worked effectively in partnership with families and other professionals to identify and minimise any barriers to learning to secure children's progress. Link professionals commented positively about the quality of care and support children with additional support needs received in the service. They described effective working relationships and said that staff were eager to access training that would improve their practice supporting children. A clear shared vision focussed on the needs of children and families who were treated with dignity and respect.

What the service could do better

A change to the usual routine had meant that children were indoors and sitting for a longer time than usual when we visited. Some children excitedly told us about their French lesson that was planned for the morning of our visit. One child demonstrated their ability to use some of the French words they had learned and parents had proudly shared with staff how the child had used French at home. We heard staff reflect on the time children had been sitting as lunch followed on from the French activity. We would agree that staff should consider how this experience could be improved to ensure the pace and flow of the session supports children to have the balance of organised and freely chosen play experiences that will support their wellbeing and development.

The service told us about their plan to develop outdoor learning for children. Children had good opportunities to access a well-equipped outdoor play area. The loose parts, mud area and garden spaces provided a wealth of naturally occurring play and learning experiences. All staff have received training in outdoor learning, one specifically in Forest Kindergarten. Staff were involved in planning, embedding and extending outdoor learning experiences for children. This will further promote children's health, wellbeing and their connection with and respect for the natural world. Building strong links with the wider community by using the green spaces will support children to have a sense of belonging and to feel included and respected.

The senior management team recognised that some staff needed support with their continuous professional learning. A shared vision of continuous improvement supported staff to reflect on practice and peer review was aimed at supporting staff to look outwards and to collaborate and learn from one another. These opportunities for staff will lead to a better understanding of how to meet the needs and rights of children leading to improved outcomes and quality of care and support.

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	
1 Nov 2019	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
23 Jun 2016	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent
17 May 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
7 Oct 2010	Unannounced	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	Not assessed

Date	Type	Gradings	
		Management and leadership	Not assessed
8 Oct 2008	Announced (short notice)	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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