

Riverside Primary School Nursery Class

Day Care of Children

Maree Walk
Livingston
EH54 5BP

Telephone: 01506 432 248

Type of inspection:
Unannounced

Completed on:
29 April 2022

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2003044558

About the service

Riverside Primary School Nursery Class is registered to provide a day care service to a maximum of 40 children aged three years to not yet attending primary school. The service is provided by West Lothian Council and is accommodated within Riverside Primary School situated in Craigshill, Livingston. It has two playrooms with direct access to a large secure outdoor play area. The depute head teacher is involved in the day-to-day management and operation of the nursery. The school and nursery staff work closely together to provide positive outcomes for the children and families using the service.

This was an unannounced inspection which took place on 26 April 2022 between 09:00 and 15:30. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke with children and parents using the service
- spoke with staff and management
- observed practice and play experiences
- reviewed documents.

What people told us

During this inspection process, we issued a digital survey to the head teacher and asked that this was shared with all parents of children attending the service. We received feedback from five parents. All parents who completed the digital survey spoke positively about the experiences they had using the service. Comments made in response to our questions included, "It has always been child and parent centred". Another parent told us, "I always feel like staff listen to me and my views make a difference in the nursery".

Further comments made by parents and children will be included within the body of this inspection report.

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. During the inspection we looked at the service's improvement plan which demonstrated their priorities for development.

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	5 - Very Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this theme as very good.

Children were supported with genuine warmth and respect. Staff had developed caring and nurturing relationships with children, supporting them to develop their play and learning skills with confidence. One parent told us, "The staff are absolutely fantastic, I could not ask for better people to be working with my children".

A strong focus was placed on being with friends, listening and communicating in a respectful way. The resident guinea pigs had a positive influence on children's emotional wellbeing. One child told us, "I love him". Through caring for them, children were practising responsibility, respect, and nurture. Staff modelled these positive attributes in their own practice which resulted in children experiencing a warm and caring atmosphere.

Children directed their own play and were fully engaged in purposeful, fun experiences, through a mix of planned and spontaneous learning. Children were recognised as capable confident learners and staff promoted a risk-benefit approach. For example, children were observed designing and creating high, complex structures in the block play area. As a result, children were engaged in play which pushed their own boundaries and built self-confidence whilst using their creativity and imagination. One parent told us, "I really love the block area and how this has been built up. My daughters main interest is building and I feel like the block area has supported her imagination and creativity".

Children's wellbeing was supported through effective personal planning which was reviewed regularly. This enabled staff to skilfully support children in a caring and responsive way, according to their individual needs. These were updated on a regular basis in partnership with families. As a result, children were able to feel confident in the consistency and management of their individual care needs.

The service had committed to building strong, positive working relationships with outside professional agencies. Where children required additional support, staff had worked effectively with external professionals and in partnership with parents to ensure children received the right care and support. This joined-up approach supported staff to meet children's wellbeing needs and contributed to children feeling valued and respected.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

We evaluated this theme as very good as we found significant strengths in aspects of the care provided and how these supported positive outcomes for children.

Children experienced a welcoming, relaxed environment that was complimented by soft lighting and natural furnishings. This contributed to children feeling valued and important in the space. One parent told us, "The atmosphere in the nursery since they introduced the soft lighting is so nice and relaxing, it's just a really nice place to be".

Children's views were incorporated into the planning cycle which recognised their current interests and learning. Children were able to see their current interests reflected in the spaces they were playing in. As a result, children were highly engaged in their play and had access to a variety of resources and learning experiences.

Well-resourced spaces both indoors and outdoors supported children to extend their learning in all areas. Children had access to a wide range of interesting materials and open-ended resources that reflected their current interests and promoted curiosity and learning. Staff had developed homemade resources that complimented children's current interests and promoted independence. For example, the painting area was complimented with small homemade books which invited children to mix their own paints. This promoted curiosity, science, maths and exploration.

Small cosy spaces were accessible across the playroom and garden to support good wellbeing. This provided the opportunity for children to relax, self-regulate and chat with peers in small groups.

Staff understood the positive impact of outdoor learning and had created an indoor/outdoor ethos. Children were able to choose where they spent their time and freely moved between indoors and outdoors. This meant that children were able to experience uninterrupted outdoor learning opportunities. Their independence and choice were promoted which contributed to children's overall wellbeing and happiness.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this theme as very good.

Staff warmth, kindness and compassion enabled children to feel valued, loved and secure. Staff recognised the importance of nurturing, warm, responsive attachments and interactions. Staff had a clear understanding of how children developed and learned. They made very good use of professional development opportunities that linked directly to enhanced outcomes for children. For example, staff had introduced a sewing area which supported children to develop confidence, patience, creativity and skills for life. We discussed opportunities for staff to disseminate good practice and learning from training across the staff team.

Management had already identified this as an area for improvement and had plans in place to develop opportunities. Staff had developed a relaxed pace of the day throughout the morning which enabled children to transition between self-directed play and daily routines. For example, morning snack was served in a calm, unhurried and relaxed atmosphere. A small circular table set with real crockery, snack menu and a low level worktop to enable children to self serve. A staff member supported this routine with encouragement, praise and used this as an opportunity to check-in with children about their morning. As a result children engaged in conversations about how they were feeling and shared their learning experiences from their morning play. However routines over the lunchtime and collection period in the middle of the day at times, became task orientated and adult lead. We discussed this with the service and we are confident that the staff will review their routines across the day. This will ensure children experience calm, nurturing, responsive routines that enable them to thrive.

Staff had built strong relationships with families and recognised the importance of working in partnership to secure best outcomes for all children. Parents knew who was caring for their child and had the opportunity to build trusting relationships with them. Communication methods such as online learning journals provided a platform for sharing information that supported meeting children's needs. One parent told us, "The learning journal has supported me to feel like I am still connected with nursery. Throughout Covid-19 the nursery always stayed in touch with me". With another parent sharing, "The nursery are amazing for keeping us up to date with children's learning, the learners journals are amazing!". As a result, children experienced continuity in their care and learning between the service and home.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

We evaluated this theme as very good as we found significant strengths in aspects of the care provided and how these supported positive outcomes for children.

The senior management team and staff were passionate and had developed a shared vision that was ambitious. The vision reflected the aspirations of children, families and the wider community. This helped

staff know what was important for the setting to meet the needs of children and families.

Regular communication and senior management meetings supported strong relationships and good communication across the service. As a result, the staff team appeared happy in their roles resulting in children experiencing a nurturing, welcoming space.

There was a strong professional development and learning culture across the service. Shared leadership enabled the service to build capacity for improvement, through developing the knowledge, skills and interests of the practitioners. For example, staff were given responsibility for key areas such as language and literacy, numeracy and maths and parental engagement. This supported children to feel confident that the people caring for them were trained and skilled in their professional role.

Leaders acted as role models for the development of positive and nurturing relationships, and this ensured the pastoral care and wellbeing of others. For example, regular wellbeing meetings with staff ensured that their wellbeing remained a priority within the service. All staff were very positive about senior management and the support they offered. One staff member told us, "I feel valued as a member of the Riverside team". As a result children experienced a quality care and early learning provision that supported them to thrive.

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

Date	Type	Gradings
19 Mar 2019	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>Not assessed</div> <div>Management and leadership</div> <div>Not assessed</div>
22 Mar 2016	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>5 - Very good</div>
1 Feb 2013	Unannounced	<div>Care and support</div> <div>6 - Excellent</div> <div>Environment</div> <div>6 - Excellent</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>5 - Very good</div>

Date	Type	Gradings	
21 Mar 2012	Re-grade	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed 4 - Good
5 Mar 2012	Re-grade	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed 1 - Unsatisfactory
3 Feb 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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