

Dunbarney Primary School Nursery Day Care of Children

Main Street
Bridge of Earn
Perth
PH2 9DY

Telephone: 01738 476 343

Type of inspection:
Unannounced

Completed on:
25 May 2022

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003016089

About the service

Dunbarney primary school nursery is situated in the village of Bridge of Earn. It provides a daycare of children service for a maximum of 32 children aged from three years to an age to attend primary school at any one time. Perth and Kinross Council provide the service.

This was an unannounced inspection which took place on 25 May 2022 between 09:45 and 17:45. One inspector carried out the inspection. To prepare for the inspection we reviewed information about the service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluations we:

- observed practice and children's experiences indoors and outdoors
- spoke with children who experienced care at the service and six parents/carers
- spoke with the staff and management team
- reviewed relevant documentation.

What people told us

During our visit, most children were settled and comfortable in their environment and engaged in their play. They told us what they enjoyed eating for snack and confidently told us how they had cared for plants they were growing. Their comments included: 'Plants need lots of water to survive,' 'We have been on a scavenger hunt outside,' 'We like to sing songs,' 'Look, I can sign good morning to you,' 'I like the very healthy snacks here, we get lots of fruit.'

As part of the inspection, we spoke with six parents and carers of children who attend the service. Parents said that they were happy with the quality of care their children receive. Several parents commented on the quality of staff at the service. Comments included 'Staff are friendly and approachable', 'I find staff are attentive to children's needs,' and 'There is a nurturing aspect to the nursery, they have very supportive transitions.'

Self assessment

The service had not been asked to submit a self assessment in advance of the inspection. We looked at their improvement plan which demonstrated their priorities for development, and how they are monitoring the quality of provision within their service.

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

We inspected two quality themes, care and support, and staffing. Both quality themes were evaluated good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children were happy, confident and having fun with their peers. Most children were engaged in activities and resources made available to them and appeared to be enjoying their play.

Children's interests and choices influenced planning and activities in a way which respected their ideas. There was a strong focus on children's rights, one child us, 'We have the right to be happy and to play.' This resulted in children that were valued and provided a clear message they mattered.

Staff were kind, caring and friendly. They had undergone several changes in the past year and staff told us the changes had been positive. They worked well together as a team and supported each other throughout the day which provided children with a safe and secure environment.

Children with additional needs were supported well, for example, Makaton (signs and symbols to support the spoken word) was used by most staff and some children throughout the day. Staff used restorative approach techniques in a sensitive and meaningful way to resolve minor disputes and keep children safe. This resulted in children who felt included and contributed to the overall ethos of respect within the service.

Staff were forming good working relationships with other professionals and valued their support. Training had provided staff with the skills needed to provide good care and support adapted to children's individual needs. They used them effectively to plan for children's play and learning which enhanced children's experiences.

Children benefited from a positive mealtime experience. They were provided with plenty of opportunities for choice, independence, and responsibility. Staff sat and ate with the children engaging them in meaningful conversation. The overall atmosphere at lunchtime was nurturing and calm which resulted in a sociable and unhurried lunch experience.

Children's transitions into primary one had been thoughtfully planned out. A buddy system was in place with older children from the school visiting the nursery during their lunchtime. The nursery children confidently told us 'This is my buddy; they will look after me.' On the day of the inspection some children had invited their families in to meet the primary one teacher who was visiting the nursery, they enjoyed an outdoor scavenger hunt together. These approaches supported children and their families to make connections and begin to build trusting relationships before their move into the primary school.

Positive relationships had been formed between the children's families and staff. A good approach to information sharing and regular updates of their child's day on a digital app promoted the inclusive ethos. One parent told us, 'We get regular updates and photos, we're kept informed'. Another parent told us 'The staff know my child very well.' This told us parents felt involved in the nursery and included in their child's experiences.

What the service could do better

We looked at children's online learning journals, and found some observations were descriptive of children's activities. Staff should ensure that observations are individual to each child and reflect their learning and achievements. This would support children to achieve their full potential.

New staff had not received a thorough induction. Staff would benefit from a more robust induction programme which would support them to understand their roles and responsibilities.

Regular staff support and supervision meetings with the manager would contribute to staff feeling valued and empowered. We discussed how giving regular feedback to staff on their practice would encourage them to be reflective and identify any learning needs. The manager should record meetings with staff and any actions identified to support them further in improving outcomes for children.

Regular team meetings after the nursery day allowed staff to share learning, discuss care routines, and communicate their ideas on how areas of the nursery could be improved. Staff should now record these meetings to ensure improvements are identified and actions are addressed which would enhance children's experiences further.

Medication paperwork and systems were not well organised. For example, the required information for administering medication should be easily accessible to staff. This would ensure all medication administered is acknowledged by parents and medication no longer needed, is returned. Reviewing and improving systems in line with best practice guidance would contribute to keeping children safe.

We suggested that the area used for intimate care be relocated to the designated room, this would support children's dignity and respect further. We highlighted to the manager that staff should follow their policy and procedure to ensure good infection prevention and control practices are maintained when changing children's nappies. This would minimise the risk of spreading infection.

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
11 Feb 2020	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>4 - Good</div> <div>Staffing</div> <div>Not assessed</div> <div>Management and leadership</div> <div>Not assessed</div>
27 Jan 2017	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>Not assessed</div> <div>Staffing</div> <div>4 - Good</div> <div>Management and leadership</div> <div>Not assessed</div>
22 Jan 2014	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>
24 May 2010	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>Not assessed</div> <div>Staffing</div> <div>Not assessed</div>

Date	Type	Gradings	
		Management and leadership	4 - Good
3 Dec 2008	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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