

Pilmuir Primary School Nursery Day Care of Children

Pilmuir Road
Forres
IV36 1HD

Telephone: 01309 672 416

Type of inspection:
Unannounced

Completed on:
8 June 2022

Service provided by:
The Moray Council

Service provider number:
SP2003001892

Service no:
CS2003016024

About the service

Pilmuir primary school nursery is registered to provide a care service to a maximum of 60 children aged from 2 years to not yet attending primary school at any one time, of those 60 no more than 10 are aged 2 years to under 3 years

The service operates from modern purpose built premises on ground level situated in the grounds of Pilmuir primary school. It has a large, open play room, quiet room and sensory room. There is a large, secure, outdoor play area to the rear and side of the building that can be directly accessed from the playroom.

This was an unannounced inspection which took place on 27 May 2022. Two inspectors carried out the inspection. To prepare for the inspection we reviewed information about this service. This included registration and complaints information, information submitted by the service and intelligence gathered through the inspection year. To inform our evaluation we:

- spoke with four children using the service and seven parents;
- spoke with staff and management;
- observed practice and daily life; and
- reviewed documents.

What people told us

We observed the children having lots of fun leading their play that enabled them to be creative and use their imagination. Children chose whether they wanted to play inside or outside and many enjoyed both. Children told us:

- 'I am building a castle with the blocks, if they are not straight it may fall down'
- 'I can play the drum along to the music and I like to sing too'
- 'I am having fruit for my snack, it helps me to grow'
- 'I am making a book as I am going to write a story about a princess'.

Parent told us that there was good communication and they felt involved in their child's care and learning. Staff had lovely nurturing relationships with the children and they were very happy with the experiences. Specific comments are noted within the body of the report.

Self assessment

Not requested.

From this inspection we graded this service as:

| | |
|--------------------------------------|---------------|
| Quality of care and support | 5 - Very Good |
| Quality of environment | not assessed |
| Quality of staffing | not assessed |
| Quality of management and leadership | 5 - Very Good |

What the service does well

Children experienced a caring and nurturing environment that helped them to feel secure and confident. They were happy and having lots of fun, they played together and were able to learn from each other. The calm atmosphere also helped children to be engrossed and motivated in their play. Staff knew the children well, their unassuming, kind and warm responses towards the children helped positive relationships to be established. There was a calm atmosphere that was conducive to children's wellbeing.

Children were actively involved in making their own choices and leading their own play and learning. A wide variety of activities and materials enabled them to be creative and use their imagination. A small group of children were exploring water that had gathered in a ditch, they were splashing in it and decided what they could use to empty it and what they would do with the water. A child was helping staff to draw a track with chalk so they could follow it on their scooter. A group of children decided to sing along to songs and play musical instruments whilst dancing. Staff positioned themselves well so that they were able to observe what the children were involved in and also respond to extend their thinking and consolidate their learning. Families were also invited to share in their child's learning and progress that promoted interaction and mutual development.

Parents told us:

'the focus child helps me to share in my child's learning, staff are so welcoming and easy to approach'
'play experiences are amazing, my child loves being outside, particularly loose parts play and the forest school. They are thriving, I see it in their vocabulary, ability to name things and self-care'

'I like sharing in my child's development and seeing their observations, the key-worker really helped my child to overcome their worries'

'my child loves nursery and can choose what they want to do, they are really liking the forest and going to the library'

'staff have really helped my child to build confidence when they were unsure and shy, they are now happy to go, mingle with other children and learn more'.

Children's physical, mental and emotional wellbeing was also supported through regular access to fresh air. The large, inspiring outdoor play area was directly accessed from the playroom. Children could be independent as suitable clothing and footwear was easily located. Children were also able to learn about their community and wider environment on walks to the park and shops. Weekly forest sessions had been introduced that were enabling children to explore and learn about the natural environment, build resilience and manage risk.

There was a partnership approach with families, as the manager, staff and parents worked in a meaningful way together. The manager and staff had worked closely with families and other professionals, where additional support was needed. This practice aligned with Getting It Right For Every Child (GIRFEC) to help children have the best start in life. Children had a well organised and detailed personal plan that reflected the individual needs of the child. It was updated as changes occurred and through a system of review that also involved parents.

Parents told us:

'I am involved in keeping information about my child up to date, my child's key-worker and staff are really supportive of changes within the family that may impact on my child'

'the personal plan is kept up to date and the way a health need was dealt with really reassured me'

'staff know the family and we have shared conversations, they respond to the little details that may worry my child and have really helped them to reduce their fears'

'staff were really pro-active and helped to follow-up professional support for my child'.

A rolling lunch meant that children sat in small groups whilst other children continued to play. We saw that this worked well; it was well organised and promoted social and independence skills, such as children collecting their own utensils and meal. Staff sat with the children and offered support to encourage good eating habits. A set menu provided healthy options and complied with dietary needs and/or food preferences.

The manager provided an effective lead to staff and recognised the benefits of supporting practitioners to improve their own skills and knowledge to make a difference to children. Staff considered that they were really well supported both at a personal and professional level. Their views were acknowledged and given status, that helped them to feel valued and part of a cohesive team.

Parents' comments:

'a very friendly place where children have hugs and a nurturing relationship with staff'

'good information, the manager is really helpful, amazing provision where my children have thrived'

'I love the nursery and trust the staff and manager with the care of my child, a wonderful place'

'so happy with the support to the family and my children'.

Leadership and management reflected the commitment and aspiration of the manager who held a relevant qualification and had substantial experience of working in early learning and childcare. They recognised the benefits of setting priorities and staff reflection that brought about positive change. Monitoring and evaluation was seen as a key aspect of improvement and it was also seen as a continuous process to enhance outcomes for children.

What the service could do better

Generally chronologies were being used well, for the purposes of monitoring. We noted that in a few instances action/outcomes had not been recorded that left uncertainties. We discussed this with the manager.

To support the management of medication, written consent includes first dose has been administered and the dose to be administered matches that of the prescription label. We discussed this with the manager in relation to a thorough audit.

Following a significant change in the service provision, the service visions, aims and values were in the process of being updated to incorporate the views of staff, families and children. Being co-created means that everyone is working together and unique to children and families using the setting.

The manager recognised that self-evaluation was a continuous process and that there would be benefit in changes leading to improvement being more readily captured within the improvement book.

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 |
|-------------|-------------|--|
| 26 Nov 2018 | Unannounced | Care and support Environment Staffing Management and leadership |
| | | 3 - Adequate 4 - Good 4 - Good 2 - Weak |
| 4 Dec 2017 | Unannounced | Care and support |
| | | 4 - Good |

| Date | Type | Gradings | |
|-------------|-------------|--|--|
| | | Environment Staffing Management and leadership | 4 - Good 4 - Good 3 - Adequate |
| 12 Dec 2016 | Unannounced | Care and support Environment Staffing Management and leadership | 4 - Good 4 - Good 4 - Good 3 - Adequate |
| 29 Oct 2015 | Unannounced | Care and support Environment Staffing Management and leadership | 4 - Good 4 - Good 3 - Adequate 3 - Adequate |
| 11 Oct 2012 | Unannounced | Care and support Environment Staffing Management and leadership | 5 - Very good 5 - Very good 5 - Very good 4 - Good |
| 18 Mar 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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