

St. Ronan's Primary School and ELCC Day Care of Children

Ladyton
Bonhill
Alexandria
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Telephone: 01389 773 742

Type of inspection:
Unannounced

Completed on:
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Service provided by:
West Dunbartonshire Council

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Service no:
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About the service

St. Ronan's Primary School and ELCC is a service provided by West Dunbartonshire Council and is situated within St. Ronan's Primary School in Bonhill, Alexandria. The nursery is within the main school building.

The nursery consists of a large playroom which offers a variety of opportunities for play and learning. Toilets and changing facilities are located off the main playroom. Children have access to a large secure outdoor area which is split over three levels. This offers children opportunities for daily access to fresh air and outdoor play experiences.

The service is located in the centre of the local community and has access to local amenities and public transport.

St. Ronan's Primary School and ELCC registered with the Care Inspectorate on 19 December 2019. The service is registered to provide care for a maximum of 28 children aged from 3 years old to not yet attending primary school.

What people told us

On the day of inspection 23 children were in attendance. We spoke to several children about their experiences and observed children in the setting. Children were engaged in their play and appeared confident and happy in their surroundings.

Families shared feedback with us about the service. Feedback received was positive. They felt the service kept them well informed about their child's learning and progress. They told us they were delighted with the service, comments included:

"Staff have done an excellent job with my child's learning."

"The nursery does a great job. Any issues are identified and support is put in place quickly."

Self assessment

The service was not asked to submit a self assessment prior to inspection. We reviewed their quality assurance systems and improvement plan and found these reflected the vision of the service. These demonstrated the service priorities for development, detailing how they were monitoring the quality of the provision within the service.

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.

We observed staff support children's wellbeing through compassionate and responsive care. They knew the children very well and had built up warm and caring relationships.

Lunch was served in the school dining hall. Tables were set with tablecloths, flowers and cutlery. Staff sat with children and encouraged social conversations, these interactions build children's confidence and have a positive influence on their development and learning. Lunch was relaxed and unhurried and was a positive and nurturing experience for children.

Children were encouraged to develop their independence skills by pouring their drinks, serving their own lunch and clearing their dishes away. This promotes children's independence, confidence and self-esteem. Staff also responded and adapted the lunchtime experience to meet children's specific care needs, this included providing one-to-one support.

We reviewed children's personal plans. They contained 'all about me' information, for example, children's routines, favourite toys and interests. These plans were regularly reviewed and completed in partnership with parents. This ensures information is current and reflects children's individual needs.

Children's play, learning and interests were recorded in learning portfolios. These contained photographs, artwork and staff observations. They captured significant achievements, tracked children's progress and identified the next steps to support children's learning and development journeys. These were regularly reviewed by staff. One staff member told us, "I use observations to plan for further learning and to evaluate the spaces, interactions and experiences provided." This ensured opportunities and experiences offered were challenging, meaningful and reflected children's interests.

Children could easily access their portfolios. This allowed them to revisit and share their learning and achievements. We saw one child open his folder, with a smile on his face he proudly pointed to drawings he had previously created. To further develop this information, staff should include additional evidence which reflects the child's perspective, for example, mark-making and the child's voice.

We reviewed the settings medication policy and procedures during our visit. We found medication was stored securely and out of reach of children. Documents were accurate and reflected children's individual health needs and requirements. Details included the type, strength and dosage of medication.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and staff. For example, we observed children being supported to understand the need for good hygiene and handwashing. Clear policies and procedures were implemented to ensure consistent approaches across the nursery setting. One child said, "we wash our hands all day."

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

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.

The environment was comfortable, well-furnished, and well-maintained. There were cosy and quiet spaces where children could relax and areas where they could play and have fun together.

We saw children's work prominently displayed on wallboards. This included self-portraits, paintings, photographs and children's comments. This helps create an environment where children feel they belong and where their achievements are celebrated.

To promote children's curiosity and creativity, the playroom offered a range of open-ended resources. This included push button and old dial telephones. The room layout allowed children to move freely between indoor and outdoor environments. Play was child-led, this meant they had the freedom to choose where they played and what they wanted to play with. We saw children involved in imaginative play, wrapping dolls up and taking them outside. This type of play extends their learning experiences and supports social, emotional and language development.

Children had access to a large outdoor area which was over three levels. There were a variety of interesting opportunities available for children to participate in physical activity and risky play. We observed children climbing, jumping between tyres and tree stumps. Staff had a balanced and thoughtful approach to allowing children to participate in risky play. This nurtures children's confidence, independence and responsibility. Children were digging for worms. One child told me she was getting a pot to put her worms in. These opportunities supported children's need to explore and be curious.

We spoke to staff who were skilled in enabling children to follow their interests and planned meaningful opportunities to extend children's learning. Children were included in planning their outdoor space, they told us they were going to make vegetables, they were making a big vegetable patch.

To make sure children were safe and secure, staff conducted daily checks of both the indoor and outdoor environment and risk assessed all areas. There were clear policies and procedures in place to ensure consistent approaches across the nursery setting.

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.

The senior management team within the nursery was made up of the head teacher and principal teacher of early years. Staff told us they worked closely with senior management to provide positive outcomes for children and families.

Staff knew the needs of the children in their care, which allowed them to support children to progress within their learning.

Staff met regularly to share their observations, key information and plan for future learning. One parent told us, "the nursery staff know my child extremely well. They know her needs and wants and can support them. In the last year, my child's progress has been excellent."

Staff had established strong relationships with families. A range of ways to share information had been developed. Class dojo and sharing children's learning portfolios meant information on children's progress and learning was effectively shared between service and home. One parent told us they valued class dojo, which allowed them to view their child's learning and share information from home.

Staff had undertaken additional training and were motivated about their personal development. This included 'loose part' training. We saw examples of the positive impact of this training on the resources available for children's play. These included a variety of old fashion kettles, pots and pans. These resources offer children the opportunity to expand their ideas, interests and theories.

All staff had a clear understanding of their responsibility to keep children safe and protected. Child protection training had been completed, supporting staff keep their knowledge up to date. Staff were clear on reporting and recording procedures.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

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.

The service improvement plan outlined the service's immediate, interim and long-term priorities for improving outcomes for children and families. A focus on improving children's numeracy and literacy skills was identified. We saw that children's learning experiences reflected this, for example, word and rhyme awareness was now part of the curriculum.

Quality assurance measures were in place and supported continuous improvement. They included self-evaluation, staff monitoring and collegiate working. This enabled the staff team to reflect on practice, identify successes and measure the impact of any changes made to children's experiences and environments.

To support children's transition to Primary 1. Staff worked in partnership with other teaching professionals to provide quality transitions which were well-prepared, child-centred and responsive to both children and family needs.

Family involvement in the service was encouraged. Stay and play sessions and parent meetings offered an opportunity for staff and families to discuss children's developmental needs and interests. This supported a partnership approach to care, play and learning.

Family's views and suggestions were sought through questionnaires and daily discussions. This meant families were meaningfully involved in improvements within the service.

Staff were recruited following local authority procedures and were appropriately registered with the Scottish Social Services Council (SSSC).

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

This service does not have any prior inspection history or grades.

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