

# Longforgan Primary School Nursery Day Care of Children

Longforgan Primary School  
66 Main Street  
Longforgan  
Dundee  
DD2 5EU

Telephone: 01738 459 640

**Type of inspection:**  
Unannounced

**Completed on:**  
9 June 2022

**Service provided by:**  
Perth & Kinross Council

**Service provider number:**  
SP2003003370

**Service no:**  
CS2003017337

## About the service

Longforgan Primary School Nursery is situated in the village of Longforgan in Perth and Kinross. 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.

## About the inspection

This was an unannounced inspection which took place on 9 June 2022 between 10:15 and 16:45. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with ten people using the service and six of their family members
- spoke with four staff and the manager
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were happy, confident and having fun.
- Staff knew the children very well and how to best meet their needs.
- Children benefitted from an exciting and interesting outdoor area.
- The nursery playroom would benefit from an enhanced provision of loose parts and natural materials.
- Free flow access to the Primary one/two class ensured smooth transitions for children moving into school.
- Children were learning to be responsible.
- The staff team worked well together.
- Planning approaches were child led.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

5 - Very Good

### Key Question 1 - How good is our play and learning?

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

Children's overall wellbeing was supported by staff that were warm, nurturing and caring, children were confident in approaching staff, who responded in an effective way. As a result, children felt valued, safe and secure.

Personal plans supported consistent care. Effective information sharing between staff, visiting professionals and families supported children in receiving care that was right for them. Staff worked proactively to ensure children needing additional support felt respected and included.

Children led their own learning. We saw they played purposefully and cooperatively with their peers or independently, engaged with the activities and experiences offered to them. Detailed floor books evidenced children's interests and thoughts. Planning approaches were centred around their ideas which resulted in staff providing experiences that were child centred and supported children to develop and progress.

Children benefitted from free flow access to the Primary one/two class, we saw they were curious and confidently joined the class throughout the day. This approach provided children with opportunities that challenged them and provided rich play and learning experiences that supported them in having a seamless and smooth transition into Primary one. This contributed to children being enthusiastic about their move into school, one child told us, 'I'm going to school, but I go there all the time, look it's over there, it's lots of fun'.

Language, literacy, and numeracy was very well supported. Staff were committed to developing strategies learned from recent training which enhanced children's experiences. For example, the numeracy area had been filled with interesting natural materials and children confidently used them to sort and match. A focus on 'Sparkle words' which children and staff used regularly during play, provided children with an understanding of the importance of recognising and reproducing words. As a result, their vocabulary and communication skills were promoted.

Children used iPads to scan their individual QR codes, which linked to their online journals. This was in the early stages, however, with support, children would access their journal and add photographs of their play and learning to share with their families. Once fully implemented this will enable children to independently access their online journals and empower them to contribute to, consolidate and reflect on their learning while providing them with responsibility.

Children experienced a positive mealtime experience. Children were offered choice and were developing independence, they confidently poured their own drinks, set the table, cleared, and washed their own plates. Staff sat with children encouraging rich discussions which strengthened attachments which ensured children experienced a mealtime that was unhurried and sociable. We discussed with staff how eating with the children and role modelling healthy eating would enhance this experience further.

**How good is our setting?****5 - Very Good**

Key Question 2: How good is our setting?

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

Children benefitted from a warm and welcoming environment. They received care in purpose-built premises with plenty of space to explore, lots of natural light and free flow access to an exciting garden area. The layout offered nursery children free flow into the Primary one/ two class we saw this worked well for all children. School children joined nursery children for quiet time, and they sat happily together looking through books. Overall, there was a calm and inclusive ambience which was enhancing children's experiences.

Children used the free flow access to the large garden well, they independently put on the appropriate clothing before going outside, which enabled them to have fun with water, sand and mud while keeping them dry and warm. The garden provided a wealth of opportunities for children be curious, imaginative, and use their exploration skills.

Staff were skilful in their interactions supporting children to think and consider their play which encouraged them to make the right decisions on how to keep themselves and others safe. For example, children developed their confidence climbing a tree as they risk assessed their play one child told us, 'You have to be careful on this tree, you could go too high and fall off'. Children were learning responsibility as they independently risk assessed areas of their play and staff effectively supported children in their thinking as they discussed what actions were needed to ensure safe environments were provided. Staff embraced a risk benefit approach which supported children to build on their self-confidence and overall wellbeing.

Children had access to a well-maintained large playroom. Age and stage appropriate resources meant the environment and resources were inclusive of all children. We discussed with staff how increasing the provision of loose parts and natural materials in the playroom would inspire children's exploration, curiosity, and imagination further.

Infection control practices minimised the potential spread of infection, for example children were confident in their hand washing routines when going out too and coming in from the garden. We saw the playroom and resources were clean and tidy which ensured children played in a safe and secure environment.

**How good is our leadership?****4 - Good**

Key Question 3: How good is our leadership?

We made an evaluation of good for this key question, as several important strengths taken together outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant impact on children's experiences.

The manager promoted a vision that helped staff understand the aspirations of children and their families and they worked effectively together to ensure all children were included. They had built positive working relationships with families and provided regular communication opportunities through social media, daily verbal feedback and termly 'focus on your child weeks'. Parents were very happy with the service provided. One parent told us, 'The staff are so welcoming, and their approach is tailored to children's individual

needs'. This highlighted the positive ethos across the service which clearly demonstrated the nursery's aims and values.

A realistic Improvement plan considered key planning priorities and a good start had been made to self-evaluation processes. Progress was monitored termly, linked to the document, How good is our learning and childcare (HGIOLC). We discussed how more views could be gathered from the children and their families to access progress with developments and to inform future improvement plans. This would help support the manager to identify where the nursery was in relation to priority planning and provide informative information to plan for future improvements. Additionally, it would support children and families to influence positive change within the service.

The manager was visible and met with staff regularly. We discussed how quality assurance processes could be improved by evaluating the quality of the provision provided. Focused observations with clear feedback given to staff with identified actions, and therefore reflecting on practice would help drive forward improvements, and support children's experiences further.

## How good is our staff team?

**5 - Very Good**

Key Question 4: How good is our staff team?

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

Children were supported by staff who had enabling attitude's and believed in children reaching their full potential. They were enthusiastic and committed to providing a positive experience for the children in their care. They were warm and friendly in their approach and demonstrated positive team working which promoted a happy and secure environment for children.

We saw there was a focus on children's rights. Children showed us a 'Feeling's tree,' and told us 'If I feel sad, I will put the sad face here and a teacher will help me'. Children had contributed to a 'Children's Charter' which promoted their understanding of their rights and responsibilities while at nursery. These approaches contributed to children to feeling valued, they supported the choices they made and reinforced positive behaviour. We found there was a strong focus on children's wellbeing.

Staff were appropriately deployed throughout the day which ensured they met all children's needs at the right time. One child told us, 'The teachers help us so much'. It was clear that positive and nurturing relationships had been built.

Staff worked well together as a team and their differing skills and knowledge complimented one another. During busier times, for example, at lunchtime, a familiar adult from the Primary one/two class came to serve lunch and sat with some of the children, this ensured their experience remained consistent and positive.

Parents knew who was caring for their children and had built trusting relationships with staff. Communication strategies such as, online journals, termly face to face meetings and stay and play sessions supported staff on how best to meet children's needs. One parent told us, 'I come along to the book bug sessions and the stay and play is really good, I enjoy seeing my child happy here'. These approaches, contributed to parents feeling included in their child's experiences at nursery.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good



## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.