

# Wellgreen Nursery Day Care of Children

Wellgreen Place  
Stirling  
FK8 2DY

Telephone: 01786 447 217

**Type of inspection:**  
Unannounced

**Completed on:**  
6 September 2022

**Service provided by:**  
Stirling Council

**Service provider number:**  
SP2003002689

**Service no:**  
CS2003043688

## About the service

Wellgreen Nursery is a day care of children service provided by Stirling Council. Children have access to an open plan play space with direct access to an enclosed garden. The service is situated in the heart of Stirling with a number of local amenities close by such as shops, primary schools and green spaces. The service is close to a number of local transport links.

This service was registered with the Care Inspectorate on 1 April 2011. It is registered to provide a service to 34 children aged from two years to those attending primary school, of whom no more than 10 are under two years and of whom no more than eight are attending primary school.

## About the inspection

This was an unannounced inspection which took place on Monday 5 September 2022 between 09:15 and 17:45. Feedback was provided at the end of the inspection visit. 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 throughout the inspection year. To inform our evaluation we:

- spoke with several children in the service
- spoke with five families on the day of the inspection and reviewed emails from two families directly to us
- spoke with the manager and staff
- spoke with visiting professionals from partner agencies
- observed practice and staff interactions with children
- reviewed documents.

**Key messages**

- Nurturing and caring approaches from all staff created positive, trusting relationships with children and families.
- Approaches towards play and learning were sector leading, particularly in science, technology, engineering and mathematics (STEM).
- Children had opportunities to reflect on their play and learning with skilled staff who extended and widened play opportunities.
- Positive communication with other professionals supported excellent outcomes for children.
- There was excellent performance in relation to quality assurance procedures which were embedded and effective in supporting continuous improvement.
- A highly skilled staff team, led by an inspiring manager, worked well together to provide excellent experiences for children.

**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?	6 - Excellent
How good is our staff team?	6 - Excellent

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

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

### Quality indicator 1.1 - Nurturing care and support

Children experienced warmth and care from staff who had a very good understanding of nurturing approaches to support children's overall wellbeing. They used this knowledge to support children individually which allowed them to feel safe and secure in nursery. One parent told us, "each member of staff takes time to get to know you and your family and it just makes for a really friendly and comforting experience".

Children's safety and emotional needs were carefully considered and supported through individualised arrangements for sleep routines. Staff had completed training on safer sleeping practice to support them to understand the importance of sensitive and safe sleeping arrangements. This meant children experienced cosy, safe environments, where they could rest and sleep in a safe way.

Staff had very good knowledge of the individual care and support needs of children and their families and ensured they were at the heart of the service. One parent told us "I can't thank the service enough for what they have done for my child and my family".

Personals plans considered and respected children's rights and took account of the SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, respected, responsible and included). Next steps for children and any strategies to support development were agreed with parents and regularly reviewed to ensure children's needs were met. These consistent and effective procedures ensured positive outcomes for children and supported them to achieve their potential.

At the time of the inspection, the nursery was trialling a new snack and lunch routine. Children were able to choose when they had snack or lunch which meant mealtimes were relaxed and unhurried. Children had opportunities to develop confidence and independence skills by helping to prepare tables and clearing their plates. The service was keen to continue monitoring their new routine to ensure they were meeting the needs of all children and ensuring a positive mealtime experience.

### Quality indicator 1.3 - Play and learning

We recognised the innovative, sector leading approach which supported and extended children's interest in science, technology, engineering and maths (STEM). The service received the STEM Nation Award to acknowledge their commitment and effective practice in STEM learning. Creative challenge bags were provided by the service for children to take home, these contained resources and ideas of how to use them. This provided families with opportunities to learn and have fun together at home. For example, a walking bag supported early numeracy, navigation and measurement, which extended play experiences to develop children's skills in language, literacy and numeracy. The management team were sharing this innovative approach to STEM learning with other services across the local authority, providing opportunities for others to learn and benefit from this area of excellent high-quality practice.

Children had fun playing with their friends and developing positive relationships. Skilled staff provided opportunities to extend children's play and learning through effective questioning. This supported children to develop their thinking and learning and widened their skills.

Planning approaches were child centred and responsive to children's varied interests. Floorbooks captured children's thoughts, ideas, and discussions, and staff used these effectively to plan opportunities to further extend children's interests and learning. Staff's observations and floorbooks were used to tailor targeted support for individual children when required. This enabled all children to achieve their potential and receive consistent care and support.

Regular meetings enabled staff and the management team to discuss planned approaches and assess the impact on children's play and learning. This ensured play experiences reflected children's interests to successfully engage their imagination, which resulted in children having fun and progressing well.

A creative range of focus groups had been designed by staff to meet individual children's needs in areas covering language, communication and numeracy. Parents and children participated fully and were involved in evaluating the difference it made. Together parents and staff found individual children's learning had been significantly enhanced in these areas.

## How good is our setting?

## 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

### Quality indicator 2.2 - Children experience high quality facilities

Children's play and learning was enhanced through the nursery environment which was well-designed, comfortable, stimulating and safe. Children were engaged in their play and enjoyed showing us how they use the space, both indoors and outside in the garden. One child told us, "I love nursery, I get to play with everything and it's all my favourite".

Appropriate resources and materials were available to support learning for all children. Staff used their observations of individual children's play, together with their sound knowledge of child development to change and enrich provision. For example, staff worked well together to create a numeracy rich environment, by adding resources to extend learning in all areas of the nursery.

Children experienced challenging and fun play experiences in a safe way. Risk assessments and daily checks were carried out to promote a safe environment for all children who were meaningfully involved in risk assessing. For example, children discussed road safety and how they could stay safe when on a walk. Staff completed accident and incident forms appropriately, and procedures were in place to regularly review these to identify any patterns or potential risks to children.

Children benefitted from regular active play in the outdoors. Staff had completed forest school training and children had regular opportunities to visit an open green space the nursery used for their forest experience. They had recently held their children's leavers celebration in this area. Families were invited to join their children which allowed them to share information with parents on how they could support children's fun and safety in the outdoors.

Children had free flow access to the nursery garden which provided fun and challenging play opportunities. There was a climbing wall; loose parts; sand and water play; and we observed children enjoying a story outdoors. Children told us they had planted and grown strawberries and rhubarb, and we saw children collecting crab apples from the tree in the garden to make apple jelly. One parent told us, "children are encouraged to be outside and do a lot of learning through different activities in the garden. Their garden space is not huge but it is fantastically laid out and so much fun". This supported children's sensory development and helped develop their social skills.

Quiet spaces had been created within the nursery which provided opportunities for children's emotional development to be supported. There were soft rugs and cosy cushions for children to relax with sensory toys and books to explore. These calm areas provided a safe, peaceful space for children, which helped them develop their ability to self-regulate their emotions.

Infection control practices minimised the potential spread of infection, supporting a safe environment for children. Staff sensitively reminded and supported children to wash their hands at various times throughout the day. An outdoor hand washing station enabled children to transition between indoors and outdoors more easily and reduced interruptions in their outdoor play. This meant children enjoyed healthy and active experiences at nursery.

## How good is our leadership?

**6 - Excellent**

We evaluated this key question as excellent, where performance was innovative and sector leading.

### Quality indicator 3.1 - Quality assurance and improvement are led well

We found outstanding leadership in the service supported all staff to develop confidence and knowledge to take an active lead on improvement priorities. The positive culture supported enhanced staff engagement, which resulted in a motivated and passionate team. There was a clear shared value base which was evident from the collective responsibility taken towards continuous improvement. This approach enabled staff to reflect and evaluate the combined impact on improving outcomes for children. This resulted in experiences and outcomes for children which were of outstandingly high quality.

The service was centred on listening to children and families and taking action to ensure they were meaningfully involved in all developments. Parents told us they felt well informed of changes in the nursery and felt included in those changes by having frequent opportunities to discuss ideas and through use of questionnaires. The service ensured all communication was shared in a range of appropriate languages to include all families. Translation services were used to support individual family meetings. This ensured the service was tailored to meet the rights, needs and wishes of children and their families.

The management team promoted a shared vision for the service that reflected the views of children, families and staff. Management strongly valued the voice of the staff team and the clear vision and approach enabled responsibilities to be shared and promptly carried out. This created a happy and welcoming ethos in the service which promoted a positive atmosphere for children to play and learn. Families relationships and family life had been enhanced by the excellent personalised care and support offered. One parent told us, "I wholeheartedly trust everyone in the service. I am very grateful for everything they have done for my child and my family". The service worked with Parent Club Scotland to share a video of their excellent practice in relation to supporting families who have children with disabilities.

All staff had champion roles and worked well to share responsibilities and lead area development. For example, a play champion advocated children's rights and shared information with parents on children's play opportunities. The communication champion created a presentation for parents to share how they could support learning and language development at home. All champions were responsible for leading professional conversations and staff reflections, and measured the significant positive impact on children's learning outcomes. Parents told us all of this had empowered them to support learning through play at home.

The service demonstrated how self-evaluation had enabled them to deliver high quality care and support to meet the changing needs of children and their families. Staff carefully and consistently reflected on their practice and the opportunities available in the service, through professional discussions and staff meetings. The team worked together following every training or development session, to identify and assess the impact of any changes or adaptations to children's experiences and outcomes. All conversations were documented to ensure all staff's voices were heard and enabled staff to consider and review new learning. We were confident that these excellent practices were sustainable and that excellent performance in this area would be maintained.

### How good is our staff team?

**6 - Excellent**

We evaluated this key question as excellent, where performance was innovative and sector leading.

#### Quality indicator 4.3 - Staff deployment

We recognised the sector leading approach to staff deployment to support children's individual plans. The service went over and above to work flexibly with local primary schools to support children moving on in a highly and sensitively child centred way. This meant staff from the service spending lots of time on multiple occasions over an extended period to support children to settle into their new primary school. This enabled key information to be shared to support children's continuity and progression. As a result, children and their new support workers were guided to adapt to new routines and build trusting relationships together.

The management team recognised and valued the importance of ensuring the service was always appropriately staffed. Staff communicated with each other in a considered, respectful, and supportive way throughout the day. This meant staff could stay with individual children as they made choices and followed their own interests. This supported children to have free flow access to the outdoors and to choose where they spent their time.

Clear communication between staff and with children promoted dignity and respect for children, whose high quality play and learning continued alongside the daily tasks which needed to be carried out by staff. These tasks were communicated with children, so they knew what was happening at all times and who was available to help them if they required support or comfort. For example, when staff were engaged in meeting personal care needs of children or when preparing for snack or mealtimes. This enhanced children's sense of security and showed they were respected and valued.

Effective use was made of the differing skills and experience of staff. The manager had responsibilities for managing another service and staff across both settings shared their knowledge and expertise with each other. This allowed children to benefit from the enhanced skills and experience available from all staff.

Staff told us they felt valued as the manager listened to them and supported them to develop their practice in their own areas of interest. This contributed to staff being satisfied and motivated in their work and provided continuity of care for children from a committed, knowledgeable, and passionate staff team.

Children and families benefitted from having opportunities to develop relationships with all staff in the service. Parents knew who their children's keyworkers were, and one parent told us, "I appreciate the efforts all staff put into supporting my children, I know I can talk to any of the staff if I have any concerns or worries". This showed the shared approach the staff took to ensuring all children and families were supported to achieve their potential. If children's key workers changed, planned approaches were carefully considered to ensure minimal disruption to children's routines. Meetings were arranged with parents and both the previous and new keyworkers, to ensure all information was shared.

There was a clear process for mentoring and supporting all staff by using the skills and knowledge of the whole team. The induction process had been developed taking account of the Scottish Government published Early Learning and Childcare (ELC) National Induction Resource. New staff were introduced to children in a sensitive way. Staff were given time to observe practice and support strategies being used for individual children, with opportunities for professional reflective discussions. This ensured consistent approaches for children and enabled them to receive care and support of an outstandingly high quality. We were confident that these excellent practices were sustainable and that excellent performance in this area would be maintained.

## 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	6 - Excellent
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	6 - Excellent
3.1 Quality assurance and improvement are led well	6 - Excellent
How good is our staff team?	6 - Excellent
4.3 Staff deployment	6 - Excellent

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