

Errol Primary School Nursery Day Care of Children

Station Road
Errol
Perth
PH2 7QB

Telephone: 01738 459 777

Type of inspection:
Unannounced

Completed on:
27 September 2022

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003017332

About the service

Errol Primary School Nursery is registered to provide care for 50 children aged from two to those not yet attending primary school.

The service is located within Errol Primary School at the east end of the rural village of Errol. The nursery has its own dedicated entrance which leads directly into the nursery cloakroom and then into the main playroom. The nursery has its own enclosed outdoor play area.

About the inspection

This was an unannounced inspection which took place on 26 September 2022 between 08:45 and 17:45 and 27 September 2022 between 08:30 and 12:30. 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, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service
- received two responses via email from parents/carers
- spoke with staff and management
- observed practice
- reviewed documents

Key messages

- Children experienced warm, nurturing care to support their well-being
- Children's wellbeing was effectively supported through personal planning
- Staff were responsive to children's requests in their play and intervened appropriate times
- The service should consider how they capture children's voice
- Children experienced an unhurried and sociable lunch time
- The service should review snack experience to develop opportunities to promote children's choice and self-help skills
- The free flow nature of the play space meant that children could choose where to play which supported children's choice and independence in leading their play
- Play opportunities supported children's curiosity, enquiry, and creativity
- There was an ethos of improvement to support high quality outcomes for children and families
- Children benefitted from a caring and nurturing staff team who knew them well

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?	4 - 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?

4 - Good

We made an evaluation of good for this key question, 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.

1.1 Nurturing care and support

Children attending the service were happy, settled and having fun. They experienced warm, nurturing care to support their well-being. Staff were kind and respectful towards children, taking time to listen and respond. Staff knew children well and interacted positively with them to support their needs. This helped children feel secure and contributed to the positive relationships they had with staff.

Children experienced an unhurried and sociable lunch time. Staff had created a homely experience for children with the use of table clothes and centre pieces, this contributed to the calm lunch time experience observed. Staff joined children at lunch time which promoted meaningful conversations. This contributed to the sociable experience for children and allowed an opportunity for emerging language skills to be developed. Younger children were well supported by their key person at this time which ensured their needs were consistently met. There were some missed opportunities for choice and independence at snack time. The service should now develop this time of day to promote children's choice and self help skills.

Children's wellbeing was effectively supported through personal planning which was reviewed regularly with families and children. Staff knew children well and were aware of their individual needs. They spoke knowledgeably about the children, describing their individual characteristics and any sensitivities they may have. This contributed positively to children's self-esteem and sense of wellbeing. As a result, they were confident in approaching staff for help or reassurance.

Partnership working with families had been well established. Staff recognised the importance of engaging with children and their families at the earliest possible stage. Ongoing opportunities such as 'book bug' sessions provided meaningful experiences for families to engage in. This contributed to supporting the holistic needs of each child and their family to improve their wellbeing.

1.3 Play and learning

Children's play and learning was supported well during the inspection. Staff were responsive to children's requests in their play and intervened at appropriate times. This contributed to children feeling valued and having the ability to lead their own learning by following their interests. Some staff used effective questioning to extend and develop children's individual learning. This supported children to be independent and confident in their play and learning.

The free flow nature of the play space meant that children could choose where to play which supported children's choice and independence in leading their play. However, children did not consistently receive choice in their play experiences. We observed some group time experiences which interrupted children's play and engagement in learning. Children under three years were provided with interesting opportunities to promote their sensory play. This ensured younger children were engaged in experiences that were developmentally appropriate for them. Older children accessed resources which reflected their current interests and promoted children's curiosity and imaginative play experiences.

Children's ongoing learning and developmental progression was supported by sharing observations and next steps with parents via a digital platform. Observations detailed significant learning and next steps were relevant to individual children. As a result, children were effectively supported to learn and progress. We discussed the importance of capturing children's voice through planning and observations to effectively inform planning and next steps.

How good is our setting?

5 - Very Good

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

2.2 Children experience high quality facilities

The premises offered a calm, warm and welcoming environment. It was clean, tidy and a well-maintained space that had plenty of natural light for children to play, learn and relax.

Children were engaged in their play on the day of inspection. Play opportunities supported children's curiosity, enquiry, and creativity. Children freely accessed toys and resources to extend their play. This contributed to them developing a sense of ownership and respect for their environment.

The playroom was decorated in neutral colours which promoted a natural, calm environment. This provided a homely feel and was welcoming to children. The playroom was laid out in a manner which helped develop children's independence, resources were easily accessible to enable children to self-select resources of their choice. Additionally, children had free flow access to additional outdoor area which provided further opportunities for active energetic play and enabled children to direct their play and learning.

Health and well-being was promoted through outdoor play experiences. The garden provided a range of spaces for development of physical skills and exploration. Opportunities for children to explore on larger scale were provided with the use of large loose parts.

Children and staff safety was promoted through risk assessments of environment and activities accessed by them. These were regularly reviewed, and staff were aware of their responsibility to identify and remove any new hazards.

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

We made an evaluation of good for this key question, 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.

3.1 Quality assurance and improvement are led well

There was an ethos of improvement to support high quality outcomes for children and families. Staff, families, and children had been involved in creating a shared vision for the setting. This supported effective partnership working where all stakeholders views and contributions were valued and listened to.

Good quality assurance processes ensured that various aspects of the service had been monitored. As a result, changes were being made to improve areas within the service, this included developing child led planning. We discussed with the management team how quality assurance processes could be enhanced, for example ensuring clear actions are identified and are reviewed. This would support a continuous cycle of measurable improvement.

The management team had a clear focus on improving outcomes for children and their families. Self-evaluation allowed all staff to reflect on their practice and identify areas for improvement. The improvement plan had identified priorities for development with clear actions on how these would be achieved which reflected some of the findings of the inspection. This showed a capacity to identify improvements and make plans for development.

The management team and staff should continue to embed systems in place to ensure they are robust and allow for a steady pace of change and sustained improvements, ensuring improved outcomes for children.

How good is our staff team?

5 - Very Good

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

4.3 Staff deployment

Children benefitted from a caring and nurturing staff team who knew them well. They recognised that continuity of care was important for children. There were sufficient staff in place to ensure children were effectively supported throughout their session. Staff worked well together as a team. Their differing skills, knowledge and experience complimented one another and resulted in quality experiences for children. They communicated well with each other and worked together to ensure effective supervision and engagement with children across the day. This contributed to children being respected and created a positive team ethos within the service.

Staff worked well together to create a warm and welcoming atmosphere for children to support the shared vision and a positive working ethos. Regular team meetings took place meaning that there were opportunities for information sharing between the staff team. Parents told us staff were welcoming and approachable contributing to positive relationships.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - 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

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