

Tweedbank Primary School Nursery Day Care of Children

Cotgreen Road
Tweedbank
Galashiels
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Telephone: 01896 754 807

Type of inspection:
Unannounced

Completed on:
24 October 2022

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2003017384

About the service

Tweedbank Primary School Nursery is a daycare of children's service. It is registered to provide a service to a maximum of 35 children at any one time between the age of three years and entry into primary school. The adult/child ratios are: three and over 1:8, if the children attend for more than four hours per day or 1:10 if the children attend for less than four hours per day.

The service is situated within Tweedbank Primary School. It consists of two playrooms, its own entrance area, toilets and kitchen area. Children also have direct access to the outdoor area.

About the inspection

This was an unannounced inspection which took place on 18 October 2022 between 9:20am and 15:20pm . 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 seven people using the service
- spoke with four staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children experienced warm, loving and nurturing interactions from staff.
- Children were meaningfully and actively involved in leading their play and learning.
- Staff were committed to their professional development and were working hard to support children to reach their full potential.
- Staff promoted a positive team ethos and worked well together to create a welcoming environment for children and their families.
- The service was well led and quality assurance, including self evaluation and improvement plans, were in place to support continuous improvement of the service.

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?	5 - Very 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

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.

Quality Indicator 1.1 Nurturing care and support

Children experienced nurturing care from a staff team who respected each child as an individual. Staff offered appropriate affection that supported children to feel loved and cared for. Interactions between staff and children were warm, responsive and engaging to support children in their learning.

Personal plans had been created beginning with home to nursery transition information. This ensured children received continuity of care linking with home routines. Parents reviewed plans and were given regular updates on their children's progress. Chronologies were used well to record significant events in the children's/families lives. Staff were proactive in seeking any additional support for children working in partnership with relevant professionals. We have asked the service to condense the information into strategies for those children who require additional support.

Children had opportunities to be independent at snack times. Children participated in making snack, cutting up the fruit and setting the table. They collected their own cups, plates, food and poured their drinks. Staff were sensitive to children's needs at this time and supported them when required. Lunch time took place in the dining hall. Staff sat and ate with the children and we saw them chatting and encouraging them to eat their food. The service were keen to make improvements to the lunch time experience and the local authority had provided a self evaluation document to review this time and make changes where required.

Staff knew the children and their family circumstance well, this provided them with a good knowledge of the challenges sometimes faced by families. Staff had a sound knowledge of circumstance that would require them to complete chronologies or pass their concerns on to other agencies.

Quality Indicator: 1.3 Play and learning

Children were actively involved in leading their play. We observed children having fun and confidently taking ownership of their play and learning. Staff were attuned to children's individual learning styles with a very good knowledge of child development. A balance of spontaneous and planned quality experiences that promoted children's choice and independence were available in and outdoors. This supported children to explore their own ideas and build on their interests and creativity.

Children's ideas were listened to and respected by staff. Staff responded well to children's initiations of play and supported them to further develop their own learning opportunities. Children's achievements and progress were recognised through quality observations of children's individual stages of development. Staff identified and supported children's achievements and this helped consolidate their learning.

Children were accessing the wider community through participating in forest school type activities in the local woods. We could see that the nursery was an integral part of the wider school community.

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 key question as very good.

Quality Indicator 2.2 Children experience high quality facilities

Children were cared for in spacious playrooms. They were furnished with suitable furniture for children's developmental stage. Homely touches, decoration and child led displays helped children to feel welcomed and included.

Children were confident moving around the play rooms and between the indoor and outdoor spaces. This showed us children felt safe and secure in the nursery environment. There was ample space for children to play alone or as part of a group.

Toys and resources were set up to meet the needs and interests of children attending. Children could lead their play as they could easily access toys and equipment as it was at their level and organised around the rooms and garden. Natural, open ended materials were available to stimulate children's curiosity and extended their play. Loose parts play was also supported by a variety of materials readily available for children indoors and outdoors.

Children's health and wellbeing was prompted because children played outside for a sustained amount of time. Opportunities were available for them to engage in active and physical play such as climbing, running and cycling on bikes. On the day of inspection, we saw children actively engaged in using the loose parts to build a den, playing at the mud kitchen and inviting staff to come to the café and one child used the water pipes attached to the fence. Children were involved in risk assessments of the garden area and this gave them a sense of responsibility. Plans were in place to upgrade the garden area. Staff had carried out a safety audit and used the Care Inspectorate SIMOA campaign to ensure children were kept safe when using the outdoor area.

Infection prevention and control measures were in place and in line with current guidelines. Toilets were clean and accessible for children. We discussed the storage of nappies and personal protective equipment and reminded the service to ensure they were kept in lidded boxes.

How good is our leadership?

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 key question as very good.

Quality Indicator 3.1 Quality assurance and improvement and led well

Children and their families benefited from a service which had a clear vision, values and aims that created a positive learning environment. Staff were committed to ensuring children and their families have the best possible experience. We observed a motivated and enthusiastic staff team using reflection to positively inform their practice.

Self-evaluation and quality assurance were underpinned by strong consultative relationships between the staff and management team ably lead by the room senior and head teacher. Respectful and professional communication enabled staff to identify priorities for improvement and shared aspirations, this showed us the service had a very good capacity for change and improvement. Staff were committed to their role and shared responsibility for the monitoring and development of the service. These included floor books, online

journals, self-evaluations tools and calendars, tracking systems and team meetings.

Staff engaged in team meetings and they were encouraged to reflect on their practice in a meaningful way which supported sustained and continuous development for service and them as individuals. The team were enthusiastic about personal development and were able to tell us how it impacted on their practice and any new ideas they had introduced to the setting.

Children and their families views were important to the service. Children achievements were recognised and shared with families who could add comments to their child's learning journey through an on-line portal. This meant families were meaningfully involved in the service and could influence change within the setting.

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 key question as very good.

Quality Indicator 4.3 Staff deployment.

We observed a confident, knowledgeable staff team who were respectful and supportive of each other. Positive role modelling between staff helped children understand and develop supportive relationships. Staff knew the families well and worked to ensure every family was welcomed and valued. This contributed to creating a caring ethos with a strong sense of community and family within the setting. This resulted in children feeling happy, safe and secure enabling them to be successful and confident individuals.

Staff deployment ensured consistency of care throughout the day. Children's play, learning and routines were not interrupted due to staff breaks. Children had free flow access to both playroom and the outdoor area and staff recognised when children moved between these play areas. Staff communicated well together for example if moving away from their area or leaving the playroom. This ensured staffing levels were maintained which meant children led their play and engaged in free flow opportunities whilst remaining safe.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

Develop care plans to show how each child is being supported in their next stage of development. Staff should be clearly recording how they will meet the child's health, welfare and safety needs. Plans should be reviewed every six months or before depending on the support needed.

This area for improvement was made on 25 August 2016.

Action taken since then

The service had a range of information on each child. These were regularly updated and staff were recording how they would meet the children's health and care needs.

This recommendation is met.

Previous area for improvement 2

The planning for the provision of play should be reviewed, developed and be more responsive to the ideas and suggestions from the children. It should promote children's engagement in discussion and enable them to review their learning and share ideas for what they would like to do next. Staff should ensure that they provide experiences that offer children depth and challenge in their learning.

This area for improvement was made on 25 August 2016.

Action taken since then

Planning for play has been developed and children are actively involved in play experiences that offer children depth and challenge in their learning.

This recommendation is met.

Previous area for improvement 3

Children should be given the opportunity to contribute to their own learning through in-depth and detailed observations, meaningful next steps and evaluating their learning experiences.

This area for improvement was made on 25 August 2016.

Action taken since then

Children are actively involved in their own learning, through detailed observations and evaluating the learning experiences on offer.

This recommendation is met.

Previous area for improvement 4

Ensure that medicines are provided with full administration instructions and information leaflet and are labelled with the child's name.

b) Documentation kept on the medication is accurate, regularly reviewed and staff are aware of how to store the medication.

c) Keep a log of all medication kept on the premises, including expiry dates.

This area for improvement was made on 25 August 2016.

Action taken since then

Documentation and storage around medication has been improved.

This recommendation is met.

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?	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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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