

# Rowantree Primary School Early Years Service Day Care of Children

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Dundee  
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**Type of inspection:**  
Unannounced

**Completed on:**  
25 October 2022

**Service provided by:**  
Dundee City Council

**Service provider number:**  
SP2003004034

**Service no:**  
CS2003015800

## About the service

Rowantree Primary School Early Years Service is registered to provide a care service for a maximum of 69 children aged from two years to those not yet attending primary school, of whom a maximum of 15 children are aged two years.

There were two playrooms for children, both with direct access to secure outdoor play areas. Toilets and nappy changing areas were located off the playrooms.

## About the inspection

This was an unannounced inspection which took place on Thursday 13 October 2022 and was concluded on Tuesday 25 October 2022. 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 children using the service and received three email responses from parents and carers;
- Spoke with staff and management;
- Observed practice and daily life; and
- Reviewed documents.

## Key messages

- Children were happy, settled and having fun at nursery.
- Children experienced kind, compassionate and nurturing care from staff.
- Staff worked effectively as a team to meet children's individual needs.
- The management and staff team were committed to the future development and 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 were happy, settled and having fun as they played alongside or with friends. Staff were warm and caring towards the children and engaged positively with them, joining in play when invited by the children, or when appropriate to do so. Staff cuddled and comforted children when required and were quick to respond if a child became upset.

Staff knew children well and talked knowledgeably and confidently about children's needs, care, and support. Caring, sensitive relationships had been developed between staff and children, with attachments evident as staff sat at eye level with children, or children sat on the laps of staff. Children and staff chatted and laughed together which contributed to children feeling safe, valued and having a sense of belonging.

Interactions between staff and children were warm, responsive and engaging, supporting children in their play and learning. Staff had formed respectful relationships with families which supported them to feel included in nursery life.

Children's personal plans contained information to support staff in meeting the individual needs of children, ensuring consistency and continuity in their care and support. Children with additional support needs had plans in place to support their individual needs. All plans were regularly reviewed and updated to ensure they contained current information, including strategies and actions to support children to progress and achieve their potential. Staff worked in partnership with families, relevant professionals, and agencies to support children as needed and ensure positive outcomes.

Medication was stored safely and clearly labelled. Parental permissions were gathered before any medication was administered within the service. Long term medication forms were reviewed regularly with parents to ensure the information was current, and medication was administered safely to children. Management conducted monthly audits of medication and paperwork to maintain robust practices.

Lunch and snack times were relaxed and sociable experiences. There were various topics of conversation amongst the children and staff, as staff sat with the children, supporting them as needed and modelling social skills such as cutting up the food at lunch time. Children's independence was encouraged, for example, as they fed themselves, served their bread, vegetables and salad at lunch time.

### Quality Indicator 1.3 Play and learning

All the children were engaged in various play experiences and activities. They were leading their learning supported by staff when appropriate. Children were having fun as they played independently and co-operatively with friends, developing positive relationships as they engaged, problem solved, shared, and took turns.

Children had opportunities to independently access what they wanted to play with indoors and outdoors, encouraging imagination, exploration and their curiosity. There was a balanced mix of spontaneous and planned experiences for the children. Some children enjoyed building structures from loose parts outdoors and were supported by a staff member to consider, assess and manage risks before climbing up and walking across the structure. Another child engaged in mixing powder paint colours in the tuff tray, excited and proud to share what he was doing with staff. Staff acknowledged and praised children's achievements, which encouraged children to feel valued and develop confidence.

Staff had a responsive approach to planning children's learning, taking the lead from the children's interests and ideas. Observations of children's development, learning and progress were recorded by staff in children's learning journeys. Next steps for development and strategies in place to support development, were shared and agreed with parents. They were reviewed regularly to ensure children's needs were met. Using best practice documents such as, Curriculum for Excellence, Realising the Ambition and How good is our early learning and childcare, helped staff track children's development, learning and progress and identify where children needed further support or challenge. Staff were observed extending play and learning through the introduction of further resources into activities, and quality open ended questioning, which supported children's vocabulary and thinking.

## How good is our setting?

## 5 - Very Good

### Quality Indicator 2.2 Children experience high quality facilities

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.

The nursery was safe with a secure entry system ensuring staff were fully aware of who was entering the service. The environment was welcoming, comfortable and spacious. Staff had made good use of the space available in the playrooms, with children able to move around freely, playing with resources on the table-tops or floor, alone or with friends. There were areas in both playrooms where children could relax and rest if needed. These quiet spaces provided opportunities for the children to sit and have time to themselves, if they wished.

Toys and equipment indoors and outdoors took account of the age and stage of development of the children. They were easily accessible to the children encouraging independence, exploration and investigation. The environment reflected children's interests and curiosities, for example, children had fun making and playing with gloop, bug hunting, playing on the swing, and building using loose parts such as crates and wooden planks.

Children had free flow access to the outdoors directly from both playrooms. Most of the children spent time outdoors during their session. They enjoyed playing with a range of resources which staff effectively added to, where appropriate, to support and extend play. For example, some children were making 'princess potions' and 'dinosaur potions' and staff provided them with more water, powder paint, and jars of glitter so they could continue creating and experimenting with their 'potions.'

Risk assessments were in place for all areas of the nursery and were regularly reviewed and updated to keep children and staff safe.

The service had appropriate infection control measures in place to minimise the potential spread of infection. Staff regularly washed their hands and children were reminded and supported by staff with handwashing, as and when it was needed.

## How good is our leadership?

**5 - Very Good**

### Quality Indicator 3.1 Quality assurance and improvement are led well

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 and their families benefited from a service with clear vision, values and aims, that created a positive learning environment within the setting. Staff were caring and motivated and wanted to do their best for the children in their care and for the families.

An improvement plan was in place which identified priorities to support the continued development of the service, for example, continuing to develop the outdoor learning environment to better engage the children and encourage them to lead their own learning.

Self evaluation tools such as 'How good is our early learning and childcare' were used to assess and reflect on various aspects of the nursery to support development and improvement. Informal and formal monitoring along with auditing ensured routine and regular reviews of the service were taking place. Management said they were developing an understanding of 'A quality framework for day care of children, childminding and school aged childcare' and would introduce the framework along with the other evaluation tools used to support the robust evaluation of the service.

Policies and procedures which underpinned the service were in place, supporting staff practice and positive outcomes for children. These were reviewed annually or as needed, to ensure they remained relevant to the service and continued to follow best practice.

Communication with families was important to the service. A variety of methods were used to share and gather information from parents and carers, for example, through the seesaw app and face to face at drop off and collection times. Parents were encouraged to be included and involved in nursery life through, stay and play sessions, coffee and chat sessions, and family walks with parents to encourage and support children's learning. Parents told us that they were regularly invited to join in the activities their children were taking part in at the nursery.

## How good is our staff team?

**5 - Very Good**

### Quality Indicator 4.3 Staff deployment

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.

There was a mix of skills and experience amongst the staff team. Staff worked well together to meet the needs of the children in their care. Staff were responsive and respectful of children during interactions and play, which encouraged the children to feel safe and valued.

Staff members shared learning, professional reading and training with colleagues to support continued professional development amongst the staff team. Staff carried out and refreshed mandatory training to ensure their knowledge was up to date, as well as attending training that was of individual interest to enhance their knowledge, skills and practice in particular areas.

Staff communicated well with each other, for example, if moving from an area or leaving the playroom. This ensured staffing levels were maintained to supervise children and to engage with them in play with no impact on the children. There were procedures in place should any staff absence occur, with staff from other local authority settings covering the absent staff member.

Staff who were new to the setting were provided with an induction which ensured they received all the information and support needed to undertake their roles. Staff spoken with said the induction programme was detailed and gave them the necessary information to take up their post. Staff employed within the nursery were recruited through the local authority safe recruitment procedures, with all required safety checks undertaken before staff were employed.

## 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?                        | 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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