

# Royal School Of Dunkeld Primary School Nursery Day Care of Children

Royal School of Dunkeld Primary School  
Dunkeld  
PH8 0AB

Telephone: 01738 454 470

**Type of inspection:**  
Unannounced

**Completed on:**  
25 November 2022

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

**Service provider number:**  
SP2003003370

**Service no:**  
CS2003017343

## About the service

The Royal School of Dunkeld is situated in the small, rural village of Dunkeld, close to local amenities. The day of care of children is registered to provide care to a maximum of 40 children aged three years to not yet attending primary school. The service is provided by Perth and Kinross Council.

## About the inspection

This was an unannounced which took place on 23 November 2022 between 09:00 and 16:00. 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 five responses from our online questionnaire and spoke with one parent whilst onsite
- spoke with staff and management
- observed practice
- reviewed documents
- spoke with visiting professionals

## Key messages

- Children consistently received very good care and support from kind, caring and nurturing staff who knew them extremely well.
- Childrens play and learning was enhanced through strong connections to the wider community.
- Children were engaged in their play on the day of inspection and freely accessed toys and resources to extend their play
- The service should develop their use of loose parts and real, natural resources to further enhance opportunities for curiosity, enquiry and imaginative play experiences
- Strong leadership resulted in staff who had high aspirations and confidence in their capacity to support children and families to reach their full potential.
- There were sufficient staff in place to ensure children were effectively supported throughout their session.
- Staff worked well together as a team creating a warm, and welcoming atmosphere.

## 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?                 | 4 - 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 quality key question as very good.

### 1.1 Nurturing care and Support

Children consistently received very good care and support from kind, caring and nurturing staff who knew them well. This helped children to create strong, trusting relationships with staff. Children were effectively supported through sensitive and thoughtful staff interactions to improve and support their emotional wellbeing.

Children's wellbeing was 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.

Snack and mealtimes were relaxed, positive social experiences for children. Staff recognised the opportunities for learning through these experiences. This contributed to the development of independence skills. Children were fully involved in snack preparation. For example children were involved in chopping the fruit and serving themselves and each other. The lunch time experience provided a relaxed family experience with staff sitting with children, modelling good eating habits and promoted good discussion. This encouraged the development of early language and communication skills.

### 1.3 Play and learning

Childrens 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. 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.

Childrens 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. Effective tracking of progress ensured that all children were supported on an individual basis. As a result, children were effectively supported to learn and progress. Children had been involved in the development of digital floor books to capture their learning and progress. This enabled children to confidently talk about their learning and were able to share this with others with excitement and pride.

Childrens play and learning was enhanced through strong connections to the wider community. Regular use of the local orchard, church hall and community provided rich learning experiences. For example, children told us how they had collected fruit from the orchard and used these to make pies. Children then invited their families into nursery to taste the pies. The service used these opportunities to engage families with their child's learning. One parent we spoke to particularly enjoyed being able to spend time in the nursery with their child. This contributed to the positive ethos within the service.

## How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

### 2.2 Children experience high quality facilities

Children were engaged in their play on the day of inspection and freely accessed toys and resources to extend their play. Staff facilitated play experiences well and used observation to extend play and learning. There were some opportunities for children's curiosity, enquiry, and creativity to be explored using real, natural and open-ended resources. We discussed with the manager increasing the amount of real, natural, and open-ended resources to further enhance opportunities for curiosity, enquiry and imaginative play.

Play spaces benefited from plenty of natural light. Consideration had been given to creating a quiet space for children to rest and relax. This enabled children to seek out a calm area where they could have some individual time which supported their emotional wellbeing. However this could be further developed to promote a more comfortable and welcoming environment, with more cosy areas and homely touches.

Children enjoyed free flow access between the indoor and outdoor area which enabled them to be independent, direct their own play and supported them to be active and healthy. The garden provided a range of spaces for development of physical skills and exploration. Children participated in the daily mile which contributed to positive health and well-being experiences for everyone.

Staff implemented infection, prevention, and control routines to minimise the potential spread of infection. The environment was well ventilated and we observed children being supported to understand the need for good hygiene and hand washing throughout the session. This contributed to keeping children safe and healthy.

**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 quality key question as very good.

**3.1 Quality assurance and improvement are led well**

There were clear vision, values and aims for the service which were shared by the manager, staff and the families. Children benefitted from a culture of continuous improvement. Effective policies, procedures and quality assurance processes were in place to support the development and improvement of the service. The manager and staff were all motivated and committed to the ongoing development of the service to secure positive outcomes for the children.

A realistic improvement plan was driving forward nursery developments. Priorities were outcome focussed with realistic targets. Staff were involved in reviewing and evaluating the improvement plan as part of their team development days. This meant that everyone working in the service were aware of areas for development and created a sense of shared purpose and vision.

Self-evaluation and reflection on practice enabled the manager and staff to clearly identify what was working well and what could be improved. The service used a variety of documents to support this process; 'Quality Framework for day care of children, childminding and school aged childcare', 'How Good Is Our Early Learning and Childcare' and practice documents from the local authority. This resulted in staff who were confident to initiate change to improve outcomes for children and families.

Parental engagement was a real strength of the service and promoted effective partnership working. The service had involved parents in evaluating the nursery provision by asking relevant questions to seek their views and opinions and using these to inform practice. This resulted in parents feeling valued and listened to. This was enhanced by regular communication with families through a variety of methods, including email and face to face discussions. There were regular opportunities for parents to come into the nursery to support children's play and learning experiences. For example, children created a café, invited families in and shared food that had been made after a visit to the local orchard. This helped to promote a shared partnership in the delivery of high quality care for children. One parent commented "We have been given the opportunity to contribute our ideas and they were taken into account". The service should continue to seek the views and opinions of parents and children on a regular basis to inform and enhance provision.

Strong leadership resulted in staff who had high aspirations and confidence in their capacity to support children and families to reach their full potential. There was a clear cycle of reflection and improvement within the service. The management team should continue to embed and sustain the high quality practices to ensure children and families continue to experience very good care and support.

## 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 were supported by motivated and enthusiastic staff who were committed to their role. 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. Staff's differing skills, knowledge and experience complimented one another and resulted in quality experiences for children.

Children benefitted from a responsive, 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.

The staff team communicated well with each other when a task took them away from their designated area. They informed each other when leaving the room for something or attending to a child's needs. The ethos between team members was positive and interactions between staff were kind and respectful. This helped to create a positive atmosphere for both staff and children to feel comfortable and secure in.

## 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?                           | 4 - Good      |
| 2.2 Children experience high quality facilities    | 4 - 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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