

# Bellyeoman Primary School Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
1 February 2023

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003015901

## About the service

The nursery is registered to care for a maximum of 34 children each session. The care service may care for children aged from three years until they are of an age to attend primary school.

The nursery operates from Bellyeoman Primary School and the children have use of a dedicated outdoor play area. The children also have the use of the gym hall as well as cloakroom, toilet facilities and a quiet room.

## About the inspection

This was an unannounced inspection which took place on Wednesday 1 February 2023 between 08:30 and 17:00. 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, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spent time with the children using the service
- spoke with or received emails from eight of their family members
- spoke with staff members and management
- observed practice and daily life
- reviewed documents.

## Key messages

- The staff team were passionate and dedicated to providing high quality early learning and childcare.
- Staff worked very well together as a team creating a warm, and welcoming atmosphere.
- A robust approach to quality assurance and improvements led to improved outcomes for children.
- Strong leadership resulted in staff who had high aspirations and confidence in their capacity to support children and families to reach their full potential.
- A robust approach to support children with medication meant that children's medical needs were very well considered.
- The children were very well supported to develop independence skills.
- The service should review and develop the environment to ensure children consistently benefit from a rich play and learning environment.

## 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 theme as very good.

### Quality Indicator 1.1 - Nurturing care and support

Children experienced warm, caring and unhurried interactions. Staff spoke with children at their level in calm, supportive voices. One staff member took time to read many stories with a child in the cosy area of the nursery at a relaxed pace. As a result, strong attachments had been formed and children felt loved.

Children were happy, having fun and relaxed in their surroundings. Parents told us staff knew their child well and supported their individual needs. One parent said, "all the staff seem to know all the children well and take the time to chat with them all". This meant that children benefitted from staff that knew children as individuals.

Children's rights were valued and respected. The value-based culture meant that very good staff practice evidenced placing importance on the rights of the child. For example, children were asked if they would like to go to the woods. Staff respected children's choice if they chose not to go. This meant that children were valued, listened to and respected.

Personal plans were in place for all children and were reviewed and updated regularly with parents. Parents had regular opportunities to speak with their child's key worker about their learning and next steps. As a result, children's needs were met and they were supported to reach their full potential. All staff spoke confidently about children's next steps and how this was supported in the setting. Approaches were consistent for children and tailored to their needs and interests.

Child protection procedures were in place and implemented effectively by all staff. As a result, children were safeguarded from harm. Systems for recording medication were embedded, including parental permissions, storage information and records of administration. The information specific to medication was robust, easily accessible, clear and regularly reviewed. This meant that children's individual needs were fully considered and supported staff to respond appropriately to any identified medical needs.

Children enjoyed an unhurried and relaxed eating experience. They chose when they ate, which allowed them to enjoy uninterrupted play. Children were supported to be independent by pouring their own drinks, serving their own food, clearing and washing their plates. Staff always sat and spoke with children to ensure this was a nurturing, social experience. On the day of inspection, there were some food choices which were not in line with best practice guidance. We suggested that the provider consider options that are healthy at all mealtimes.

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

### Quality Indicator 1.3 - Play and learning

Children benefitted from being able to choose between indoor and outdoor play, as the free flow between spaces worked well for them. Children took resources between areas which promoted extended learning and curiosity. For example, some children chose to fill the cupcake holder from outside up with water inside and carry this back outside. One child said, "I love playing in the house corner. I love playing in the brick corner with my friends".

Children benefitted from a range of purposeful play opportunities, which had been planned in response to their interests. One parent said, "There is something for everyone to do no matter what their interests are". Experiences were enhanced through quality interactions with staff who knew when to join and extend play, and when to stand back and observe. For example, we saw a number of children interested in making airplanes. Staff skilfully extended children's learning by asking what they would like to do next and allowing them to explore this on their own. This meant that children were able to explore their own ideas and develop their thinking.

Children enjoyed the benefits of fresh air, as some of the children went on a walk to the woods in the morning. Children were well supported by staff who used some reflective questioning and actively listened to children. We suggested that staff continue to develop their use of questions, to promote opportunities for reflective thinking, which support children to extend their curiosities.

The garden area was being developed and children were very much involved in this process. Their ideas were valued and included in plans. This meant children were encouraged to take ownership of how they wanted to use this space. Recently, children had shown an interest in dinosaurs and were engaged with these resources outside in the mud. This showed that children were listened to and staff responded well to their interest. Staff regularly discussed children's individual next steps in literacy and numeracy. This was then shared with the whole staff team. As a result, children were progressing well in their learning.

## How good is our setting?

## 4 - Good

We evaluated this key question as good where several strengths impacted positively on children's outcomes and clearly outweighed areas for improvement.

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

Children benefitted from a bright, well ventilated and welcoming environment. There were some homely and warm spaces that had been recently developed in the setting. These spaces were used well to support children's emotional wellbeing. A wide range of resources and experiences were available to children throughout the session. Loose parts were effectively used to develop children's curiosity and problem solving. As a result, children were supported to develop their creative thinking.

Staff highlighted the indoor environment as an area they were developing. They had begun to research how to develop this to ensure it was a homely, inviting space that showed children that they mattered. We encouraged the service to continue with this development, as it would ensure very good outcomes for children by providing them with calming spaces to engage in learning.

Real life experiences were available for children such as a real tool bench, washing dishes or preparing snack. As a result, children were developing good independence skills. On the day of inspection, some areas were not set up with a variety of resources for children to engage with. We encouraged the service to review the resources available in all areas. This would ensure children consistently benefit from a rich play and learning environment.

Information about children was kept in a secure manner. Where information was stored electronically, there were passwords and systems in place to protect this information. Sensitive information was only shared with those who needed the information to meet children's needs. This meant, protection of children's information complied with relevant best practice. Regularly reviewed risk assessments were in place, which effectively highlighted most hazards and actions to minimise potential risks to children and staff. We suggested the outdoor risk assessment be reviewed to consider all potential risks, such as the height of the fence outdoors.

Children benefitted from a risk benefit approach from the staff team, such as regular trips to the woods, where children were able to climb trees and make campfires. The staff team had worked hard to ensure children were able to regularly access the woods. As a result, children benefitted from regularly accessing the local community.

Staff implemented infection prevention and control routines to keep children healthy and safe. Hand washing was promoted throughout the visit. On the trip to the woods, staff used wipes and hand gel to clean children's hands. We suggested that the service use an outdoor hand washing facility, when on regular trips to the woods, to follow best practice guidance. This would minimize the spread of infection.

**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 theme as very good.

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

An embedded and meaningful vision meant that children were at the heart of the setting. Children were very aware of the values of the service and confidently spoke to us about them. This approach was creative, meaningful and used to reflect with children throughout the day. As a result, children had a very good understanding of the values of the service and what this meant to them in their experiences.

A robust approach to self-evaluation and quality assurance meant that improvements were led well. The leadership team monitored a variety of practice such as interactions on the floor, observations in personal learning journals and the learning environment. This information was used to highlight any areas for development within the setting. One recent focus was the quality of observations and recording of children's learning. We observed that this area had continued to develop and improve over time. We encouraged the service to continue their plans of how they document and record children's learning. This would ensure children are able to reflect and revisit previous learning.

Staff had regular opportunities to meet with the senior leadership team to discuss their own development needs and highlight any areas of strengths. The leadership team used this information very effectively. They ensured that relevant, meaningful training was on offer and that the staff team had opportunities to continue to develop their own leadership skills. As a result, children benefitted from a team that continued to improve.

An improvement plan was in place which was developed by gathering the views of children, families and staff. The involvement of everyone in this process ensured that it was meaningful and specific to the families and children that use the service. This meant that children benefitted from an approach, which included everyone's views and improved at a pace that was right for the service.

Children's views and opinions about their care, play and learning was a strong focus and highly valued by staff. This helped them to feel respected and included. Similarly, parent's views were sought about planned changes and improvements made to the service. For example, parents were surveyed to find out how satisfied they were with the service and which areas they felt could be improved. When we asked parents what could be improved in the service one parent told us, "Nothing, it is all good and I cannot fault it".

## 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 theme as very good.

### Quality Indicator - 4.3 Staff deployment

A warm, compassionate team supported children very well. One parent said, "The nursery team have all been incredible". The needs of children were met very well, as staff deployed themselves around the room, to ensure continuity of care and experiences for children. Staffing was considered throughout the day to ensure that children had continued access to the outdoors, indoors and were able to go on a trip. As a result, children were able to engage in continued free flow play and be active. Staff were flexible in their approach and although had designated areas, moved freely with the children to ensure very good supervision and high levels of engagement.

Professional development was a high priority for staff. Core training, such as first aid and child protection, had been undertaken with regular updates throughout the year. Staff were encouraged to source specific training, which related to leadership roles within the nursery. Training was evaluated within a floor book, where staff reflected on the impact of their learning and outcomes for children. This meant the differing experiences, knowledge and skills of staff ensured the enhanced wellbeing of children.

A very effective keyworker system promoted strong links between home and nursery. Parents commented that they knew their child's key worker well and had regular opportunities to meet with them. This meant staff were able to develop positive attachments with children and provide very good levels of individual care and support.

The importance of ensuring that the service was appropriately staffed during the day was recognised by the leadership team, as essential to the wellbeing of children in the service. Staffing arrangements supported effective transitions to ensure continuity of care for children across the day, building children's resilience. For example, staff breaks were seamlessly supported to minimise disruption to busy periods of the day, such as pick up and drop off times. This ensured that staff were able to take rest breaks while enough staff were still available to meet children's needs.

A shared sense of responsibility had been developed between the staff. This meant that the whole team knew the service very well and that priorities for improvement were targeted, focused, meaningful and well understood by all.

## 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
3.2 Leadership of play and learning	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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