

St. Eunan's ELCC Day Care of Children

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Unannounced

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Service provided by:
West Dunbartonshire Council

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SP2003003383

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CS2003014742

About the service

St. Eunan's ELCC is provided by West Dunbartonshire Council. The service is registered to provide a daycare of children service to a maximum of 110 children of whom a maximum of 80 may be aged from 3 years to not yet attending primary school and a maximum of 30 children may be attending primary school.

The service is based within its own premises attached to the St. Eunan's Primary School campus. The after school care operates from a classroom within the school. The premises comprised of two very large playrooms, a quiet playroom, a small sensory room, a dining kitchen room, cloakroom area, appropriate changing areas and children's toilets. Children enjoy regular access to the school dining hall/gymnasium. Children can access a large outdoor area for outdoor play and learning.

The service is based in Clydebank in West Dunbartonshire and is easily accessible by foot and car and is near to local bus routes. Other local primary schools are only a short distance from the setting.

About the inspection

This was an unannounced inspection which took place on Monday 12 June, Tuesday 13 June and Thursday 15 June 2023. 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 15 children using the service and 26 of their families
- spoke with 12 staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Staff were very warm, caring and loving towards children. Relationships with children and families were nurtured and valued.
- Children's individual needs were met sensitively and effectively.
- Children were very happy, confident and motivated to lead their own learning. They were having fun and making very good progress in their learning development.
- Families commented on the warm and welcoming ethos.
- Children experienced high quality facilities indoors and outdoors that were set up well to provide interesting and varied learning experiences.
- Children were confident to explore the setting.
- The leadership team worked well together to provide effective support to the service, staff, families and children.
- The approach to improvement planning was effective and included consultation with children, families and staff. Effective monitoring processes ensured quality across the setting.
- Relationships within the staff team made an important contribution to the effectiveness of the service. Staff had a shared vision for the service and enjoyed their roles, valued their relationships with children and families and wanted to have fun at work.
- Staff participated in continuous professional development to underpin their skills and experience and reflected on the impact of this on their practice.
- A stable and consistent core staff team within the setting ensured families always knew which staff were supporting their children.
- Children were thriving as result of the loving and holistic support they experienced.

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?	6 - Excellent

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/people, therefore we evaluated this key question as very good.

1.1 Nurturing care and support

Children received very good nurturing care and support. Staff told us their approach to nurturing children's health and wellbeing was of paramount importance to them. We observed a staff team who were very warm, caring and loving towards children. Staff knew the children very well, demonstrating a well-rounded knowledge of children's needs, stages of development, personalities and family backgrounds. This enabled them to provide effective care that met children's individual needs. Families agreed that the service was warm and nurturing. One parent commented: "St Eunan's ELCC provides a loving and caring, nurturing and safe service for all users. The staff from all departments are well organised and approachable at all times and always so accommodating."

Staff recognised the importance of partnership and collaboration with families to meet children's needs. Each child was allocated a keyworker, which offered children and families consistency and continuity of care and facilitated effective communications between families and staff working with their children. During our visit, we observed the arrangements for families to drop off and collect their children from the service. Each family was warmly welcomed at one of four playroom doors by the child's keyworker and there was plenty of time for a relaxed, mutual exchange of information about children. This system worked well and both families and staff appreciated and valued these times to chat about children. Families' comments included: "I like that the children enter in small groups at start and ending time through set doors, this makes things more personal and it's a good time to see your child's nursery teacher."

Children's individual needs were documented well through personal plans developed in close conjunction with children (where age appropriate) and families. This reinforced the commitment of staff to work in collaboration with families to obtain information about children's health, safety and wellbeing needs and individual care routines. Effective arrangements were in place to ensure these were reviewed and involved families in setting next steps for their children on a termly basis. The review process needed to be tightened up in the after school care service. Having comprehensive personal plans in place ensured children received the support they needed in a way that was tailored to meet their individual needs. Families strongly agreed that staff knew their children well, including what they liked and what was important for their care, commenting: "All staff are personable and approachable. I feel my child is very cared for and about as an individual. I feel the staff really take each child's needs on board and cater their approach well for everyone" and "The care my child receives at St. Eunan's nursery is great, my child loves going everyday, I am happy because I know they are happy, safe and well cared for. The staff are very approachable and are great at listening if you have a concern and handing over information about your child's experiences."

Comprehensive arrangements were in place to ensure that children requiring additional support, received the right support at the right time in a way that was sensitive to their needs. Effective partnership arrangements were in place with external agencies and professionals to ensure they planned together to meet children's identified needs and support children to realise their potential. During our visit, we found that staff worked well with children requiring additional support, responding well to verbal and non-verbal cues. They understood and followed the strategies put in place to support these children and recognised

the importance of working in partnership with families. Staff were sensitive to each child's needs and had introduced a smaller, quieter lunch routine and individual sleeping arrangements to reduce anxiety and distress for children. We could see that these arrangements were working well.

Children settled quickly at transition times and were comfortable and familiar with the daily routines. Children showed a lot of curiosity in the inspection process which demonstrated how confident and secure the children were in the setting. We played hide and seek with children and they showed us how to make potions outside. We could see that children felt a genuine ownership of the setting. They took pride in showing us around pointing out their personal coat hooks, boxes and trays and taking us to the areas they loved to play in. We were impressed by how freely the children were able to explore indoors and outdoors independently, not just the areas designated for children. They frequently popped in to the office during our visit to chat to staff and look around.

During our visit children were enjoying the warm sunshine outdoors with staff ensuring children were sun safe through the regular application of sun protection and maintaining good levels of hydration.

Children chose when, and if, they wanted to come for a snack. Healthy snacks were offered in the morning and afternoon. Children experienced a calm, sociable snack time with opportunities for making choices and developing independence skills through selecting food and pouring drinks themselves. A number of children told us they didn't have snack or like the snack offered and we suggested that this may be something explore. Children at the after school care service told us they enjoyed the snacks offered. During our visit they ate in two small sociable groups with staff. A parent told us "Staff are friendly and approachable. I feel comfortable speaking to them. My child absolutely loves attending out of school care and hates being collected to go home because they are having so much fun. I like that my child gets offered a snack. They do lots of good activities with the kids and allow them to be themselves. It's like a little family for the children. Being able to access this service means I can continue to work full time without it I would not be able to."

Children were served lunch in the school dining hall before the primary school children arrived. We could see that children were familiar with the lunchtime routine, they walked confidently in groups to the dining hall. Children sat at large tables with their own group and keyworker. There were opportunities for serving food and pouring drinks for themselves. Lunch was pleasant and sociable with lots of lovely chatting at each table, although staff missed some opportunities to role model as they did not eat lunch with children. They needed to ensure that some children were supported to cut their food into smaller pieces. We were aware that the service provider was reviewing the lunchtime menu and routine and noted that during our visit some children at our table did not eat a lot at lunch. We suggested that staff monitored take up of lunch and snack more closely, as this would allow them to be sure that children had enough to eat and drink across the day.

Families told us that their children could choose from a healthy range of snacks and meals everyday but some highlighted a need for different menu choices, commenting "My child is really enjoying nursery! My child's eating habits have improved massively since starting and I'm amazed to hear of all the new things they are trying and enjoying eating. My child has been encouraged to try new things by their keyworker and this has been a great support for us at mealtimes at home" and "I do think the lunch choices could be better for example some days the meal choices are a tuna sandwich, chicken sandwich or chicken curry. I think that on days like this it would be good to offer a vegetarian choice such as a cheese sandwich. However this only happens once or twice every 4 weeks and most days it's great that the kids get their lunch provided for them. It's a relief to know my child is getting a good lunch each day."

Effective arrangements were in place to ensure all staff knew about children's dietary and health needs. Procedures for the safe storage and administration of medication were in place. We highlighted the need to (a) amend the procedures and medication consent form to ensure staff knew parents had previously administered the first dose of any medication to children at home safely and (b) to ensure there were clearer instructions for staff managing children's allergies - this had been addressed appropriately before we concluded our inspection.

Overall, there were effective systems in place to control and prevent the spread of infection within the service to protect staff and children. However, the service provider needed to ensure that appropriate lined bins were in place across the setting - before the inspection concluded we noted that these had been ordered. Staff needed to ensure that the application of sun cream was carried out in line with best practice guidance to prevent cross contamination - the procedures were revised appropriately during the inspection. Nappy changing facilities and procedures complied with best practice guidance. Children and staff washed their hands regularly, with children being well-supported to carry out handwashing in line with best practice. However, we discussed the need for staff to revisit the timing of hand washing before lunch.

1.3 Play and learning

Children were very happy, confident and motivated to lead their own learning - indoors and outdoors. Children had regular opportunities for learning in the community. They had built good intergenerational links with a local care home and attended forest school sessions within the local community. Families told us "My child absolutely loves nursery and is constantly learning, I think they have a great balance of learning & play. All the kids are so happy going in every day which is a reflection on the environment they are going into."

Families were encouraged to play an active part in their children's learning through use of home link bags and story sacks. Completed evaluations showed these were a well used and valued resource. Families commented "I like that the nursery involve us as parents in the nursery education with stay and play and the play at home packs we had recently. I like that we get to see pictures of what the children do on Facebook parents page."

Children were being well-supported to reach their potential. Staff had a strong understanding of child development and how children learn and told us how planning reflected children's expressed and observed interests and addressed next steps for learning. We found that planning was flexible and responsive, promoting creativity, inquiry and curiosity. Staff were skilled at setting up provocations to promote and extend learning. Our observations confirmed that children were encouraged to problem solve. Staff used questions effectively to encourage children to develop ideas and enhance and add depth to their learning. We observed many examples of staff supporting children to take forward activities and learning they had identified themselves during our visit. We observed children concentrating on using tools to construct a castle and considering how they could make it better and stronger. Children told us about the volcano they were crafting outside and how it had followed on from their interest in dinosaurs. Children enjoyed sensory experiences using playdough, sand and water. Staff had brought in plants, flowers and citrus fruits to allow children to use their sense of smell and talk about nature.

Families told us that they were very happy with progress their children were making in learning and development. Comments included:

"My child has lovely bonds with all the staff not only their key worker which makes my child feel safe and cared for, but loves to tell me about what they have been learning about on a daily basis. I like that the play is free flow and my child can access outdoor play everyday."

"Over the two years my child has attended St. Eunan's ELCC I have been extremely happy with the level of care they have received including how well their learning and development has come on. My child has been able to experience so much being at St. Eunan's and been given opportunities to enhance their learning on a daily basis which my child loves to share with the family, building strong bonds with staff and making new friends that they will go on to school with. Thank you St. Eunan's ELCC."

"My child says - I love the sandpit because I can go inside it and play with the sand toys and all of the girls and boys can come in too!"

"My child likes to play with their friends. My child says they love the sand and playing outside. My child enjoys when they get to dress up in the dress up corner and likes all of the staff that work in the nursery school. My child loves her keyworker who is very special to them and loves to spend time with the teacher, who helped them learn to spell their name. My child says they like snack time and when going to forest school."

A range of strategies was used to support children's emotional wellbeing and encourage children to build resilience. PATHS (Promoting Alternative Thinking Strategies) was used effectively across the setting on a daily basis with some children have an action plan to help them receive targeted support where needed. Children were learning self-regulation and how to manage and express their emotions. They were enjoying opportunities to become responsible through taking on small duties and tasks to help staff and their peers.

Children had opportunities to promote language and communication through singing at welcome time, during the Gaelic class and at their rehearsal for the graduation ceremony. Children had learned their songs well and performed confidently and enthusiastically. They had learned sign language to accompany their songs and understood this was to allow anyone experiencing hearing loss to enjoy their singing too.

Literacy and numeracy were well-represented across the setting. Literacy and numeracy toolkits and baseline reporting were in place and well-used to ensure children's individual learning was captured and next steps and gaps were highlighted for action. The early stages teacher (EST) worked closely with staff and children; role modelling, ensuring regular discussions about children's achievements and where support was needed. The EST worked effectively with groups and individuals to promote literacy and numeracy and developed long-term and medium-term backdrop planning to ensure progression in learning across the year.

Floor books in each area highlighted children's involvement in learning across the curriculum through the effective use of mind maps and child voice. The floor books illustrated the very good opportunities children had to experience to breadth and depth across the curriculum.

Learning journals were attractive, accessible and clearly showed children's learning and progression, child voice, photos and artwork. We could see that staff had developed their practice in recording observations over time. Families enjoyed hearing about their children's learning and development and were able to attend parents' meetings and a parents' evening to hear about the individual progress their children were making. Some families highlighted a desire for some additional information about learning. Overall, families told us that they were fully involved and informed about their children's learning and development, commenting:

"My child loves coming to nursery and is welcomed by all staff who I know give the best care and learning. My child particularly enjoys outdoor play and the nursery has a fantastic outside area. I love seeing regular photographs on the fb [Facebook] page of activities the children are involved in and all staff go above and beyond to ensure the care and learning is so fun. Staff regularly show my child's progress through their book and stay and play sessions. I know that I can speak to staff any time if I have a concern about my child."

"My child loves attending daily and is always able to tell me exactly what experiences they were involved in. My child's keyworker is amazing and knows their development well. The keyworker has been providing lots of feedback during stay and play sessions and in their log book."

During our visit to the after school care, we could see that the small group of children had developed close relationships with staff and each other. They enjoyed being creative and were developing an under the sea artwork display, using books and online resources as references to encourage creativity. Children told us they enjoyed coming to the service and we found them to be relaxed, happy and well cared for within the setting.

Across the setting children listened well and followed instructions and directions well to keep themselves safe. They were being encouraged to take turns and share and we observed lovely examples of children helping each other and being kind to each other without staff prompts.

Staff recognised the role of celebrating achievements in raising attainment. An equity and excellence lead practitioner was in post to ensure targeted children received the support they needed to reach their potential. Staff discussed the importance of celebration and fun in building children's confidence and self-esteem.

We observed children having fun and making very good progress in their learning development. We observed, and participated in, lots of happy chats and discussions. Staff and children laughed together often. Families told us: "The staff at St. Eunan's ELCC are its greatest asset! They are fabulous, they are always thinking of ways to expose our kids to fun learning opportunities. I love that they are so approachable, they get involved with lots of activities such as the coronation party, Eid celebrations, St Andrews day. It brightens my day as a parent when you see a staff member at the gate that has gone that extra mile dressed as a snowman or highland dancer. The staff are always encouraging the kids to learn in really creative ways such as use of the word of the week."

We suggested that the leadership team revisited the balance of the day to consider whether the interruptions to children's free play, to have them come together in groups, were always beneficial and timed appropriately.

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/people, therefore we evaluated this key question as very good.

The setting was comfortable, furnished to a high standard and welcoming, with plenty of natural light and ventilation. There were two very large playrooms, a quiet playroom, a lovely soft relaxing sensory room, a kitchen - snack room, toilets and changing area. Children could freely access a large outdoor play area for fresh air and active play. There was also access to school facilities including a classroom (after school care), toilets (after school care), the gym/dining hall and an additional school playground/courtyard.

The bright, welcoming entrance hall providing attractively displayed and useful information for families underlined the lovely welcoming ethos families received. There was a calm and relaxed atmosphere throughout the setting. Families told us how important it was to them that they felt welcome in the setting and commented:

"The setting has a very warm and welcoming feel with soft and gentle colours, areas are well set out with natural/wooden resources and materials which my child enjoys playing with as it's different from what we have at home."

"The work the staff put into ensuring the children have a fun and welcoming environment is evident, if things need to be changed to suit the children the staff don't hesitate. My son is so happy there and always has a great day."

"The nursery is welcoming and I love coming in to see the pictures on the walls and to see the learning that takes place. The nursery has lovely areas and as it is so big my child has a huge amount of choice throughout the day. My child doesn't nap during the day but I have seen the lovely quiet room where children can rest/have quiet time or sleep."

Children were kept safe and secure within the setting with appropriate door entry systems, keypads on doors and stringent protocols in place to ensure gates were locked. Children could freely explore their environments both indoors and outdoors in the knowledge that comprehensive risk assessments were in place and staff understood how to keep them safe. Staff talked confidently about the arrangements that were in place to ensure children's safety and the dynamic approach to risk assessment. Staff were keen to help children to understand the need to keep themselves safe but also recognised the benefits children derived from setting their own safety limits and participating in risky play. Families were confident that their children were safe. One parent commented: "I really like that the nursery is a safe and secure environment. It's great that the children have their own playground with a gate that keeps them safe, then there is the school gates. They have the undercover area that means my child can stay dry but still get out."

The outdoor area was large and well-developed and resourced to provide children with fun, stimulating and interesting experiences. The leadership team had worked hard to develop this area. We found that children could experience physical play and fresh air daily - loose parts outside for open ended play, explore nature through planting and growing and science and water play. There were areas for mark-making, music, role play, small world and messy play. Trikes were used but staff needed to ensure children wore helmets to promote safety.

Children clearly loved being outdoors and spent a lot of time in the outdoor play area during our visit. As stated, there was lots of variety to offer children rich experiences; although the play area was a flat playground different additions had been made to add physical challenge and interest for children - small mounds, logs, climbing apparatus. Children talked to us about planting and growing telling us what they had learned about seeds and watering. They enjoyed looking for strawberries turning red and pointing them out to us. Families valued the time their children got to spend outdoors and commented:

"My child loves to access outdoor play daily and this is very evident when my child feeds back when home."

"I have passed the nursery when it's wet outside and it's great to see that the kids can still access the outdoors due to having their rain suits. Likewise I passed today and it was good to see that there was a sun parasol and shaded area from the sun. There are lots of little areas outdoors for the kids to rest such as the benches with books."

"The kids have a fabulous outdoor play area that the staff have done so well to give the kids lots of opportunities to play, my child really enjoyed all the planting and now watching the little green areas come to life."

Playrooms were laid out attractively and effectively with high quality resources. Staff had taken time to ensure areas were interesting and appealing to children. Children could self-select from resources at child height. Wall displays were attractive and contained interesting information about children's learning and included many children's comments. The very large home corner was well-developed offering children rich opportunities for role play. Families appreciated their children's access to role play commenting "Inside the nursery is great, I have been to two stay and plays this year and I am so impressed with the opportunities the kids get and the learning opportunities they get exposed to. It was good to see the role play areas such as when they did the hair salon and dress up fancy. The nursery have lots of fun toys I like the building block area."

Staff told us about their involvement in the many improvements that had been made to the learning environment. They discussed the impact of these positive changes on outcomes for children and told us how the environment was under continuous review to ensure it was providing children with the challenge they needed. Families recognised the commitment of staff to ensuring a dynamic environment, commenting "The staff make a big effort to rotate the resources in the room to keep the children interested and engaged in their learning."

Appropriate systems were in place to manage electronic information in line with general data protection requirements managed by the local authority.

During the inspection, we discussed some concerns about the lack of access to a sink and direct access to outdoors in the after school care playroom. As a result of our discussion, the headteacher confirmed that the after school care would be relocated to the adjacent playroom which had these facilities during the summer break. We agreed that this would enhance outcomes for children attending the after school care by offering free flow access to outdoor play.

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/people, therefore we evaluated this key question as very good.

The leadership team was fully committed to continuous improvement within school as a whole and viewed the early learning and childcare and after school care settings as an integral part of the school. The leadership team worked well together to provide effective support to the service, staff, families and children. The ethos of the service was welcoming and families valued the accessibility of the leadership team, commenting: "It is a service that is managed well and we are always able to contact if we need to" and "The management are always around to talk to and if I ever need any advice know I can just ask. They welcome us into the nursery in the mornings and are there to say goodbye in the afternoon, they are always visible."

Priorities for improvement for the setting were set out within the service improvement plan, which was underpinned by relevant local and national guidance and legislative frameworks. We could see that this plan was a useful tool for improvement, outlining clear points for action, responsibilities, and timescales. The priorities were clear, realistic and achievable. We could see that significant work had been undertaken

to address the priorities set for the current school year and this had had a measurable, positive impact on outcomes for children and families. An annual survey was carried out with families to ensure their feedback was included in all improvement planning. Families told us "Google forms are used to ask for parental involvement for different things. Leadership is well managed and the leaders are always on welcome every morning to welcome their families in."

Staff had an important role to play in self-evaluation and told us how they used the Education Scotland document *How good is our early learning and childcare?* and our quality framework to explore their progress, development and practice to identify what had improved and what still needed to improve. This enabled them to identify strengths and areas to improve outcomes for children and their families. From self-assessment documentation, we could see clear records of the discussions staff had in groups against each performance indicator with a three year calendar in place to ensure all indicators received consideration.

There was clear allocation of roles for monitoring quality across the setting with effective monitoring systems in place to assess quality. Clear recording systems ensured action arising from monitoring was addressed and reviewed to promote quality.

Staff told us their views and opinions were valued and respected and discussed improvements they had taken forward to improve outcomes for children and their families. Staff welcomed the opportunities they had to visit other early learning and childcare settings to exchange views and ideas on the implementation of best practice. Staff carried out formal written reflections following these visits to outline proposed changes to be taken forward and resources required based on good practice seen elsewhere.

A Partnership with Parents policy was in place outlining the ways families could be included in the service. Bi-monthly newsletters were inclusive and accessible. The leadership team was committed to partnership and collaboration with children and families and, where possible, involved them in discussions to identify ways the service could improve. As mentioned, a survey was done annually to inform the improvement plan and other questionnaires issued to evaluate the settling process and home learning resulted in very positive feedback.

Families told us that they were very happy with the service and knew how to make comments and suggestions, if needed. They were very positive about their opportunities for involvement and engagement with the setting. Comments included:

"As a parent I am well informed via the nursery newsletter, emails, texts and recently the new expressions app. From stay and play opportunities I have been able to talk with management and share my views about my child's learning and development which have been taken on board", "I think the management team are very good at their job. I feel well informed with updates and newsletters. Members of the management team are always around in the morning and pick up time should I need to speak to them."

"Senior staff are great at being visible in the nursery, they have an open door if you need to speak to them. I like that they are often at the nursery gate to greet the children. My child knows the management by name which shows to me they are hands on. They always seem nice and friendly."

"I have spoken with nursery management about my child's learning, behaviour and transition to school and have always found them to listen to me, help support our family life, treat me and my child with care and respect and put my child's best interests forward."

"Management in the nursery is great! The lead is really approachable and welcomes the children and

parents/carers in the morning at the gate, knows everyone's names and you can really tell is passionate and cares about the children and their development/needs. I've even seen them saying hello to the primary pupils who attended the nursery and again they remember their names, it's lovely to see."

Appropriate arrangements were in place to record details of any accidents and incidents occurring and to pass this information on to families. Some staff were trained in first aid to ensure they had the skills and confidence to react to any accidents or health issues arising. Accident and incident reports were audited monthly to ensure patterns and hazards could be identified and addressed promptly. Records showed where action had been taken and we could see where risk assessments had been revised to address new hazards.

We discussed the lower than average notifications we had received from the service but other than one outstanding notification, we did not find any other anomalies.

How good is our staff team?

6 - Excellent

We evaluated this key question as excellent where performance was sector leading with outstandingly high outcomes for children/people.

The leadership team recognised the importance of ensuring that the service was appropriately staffed during the day as essential to the wellbeing of children in the service. To ensure children and staff were well-supported there were three supernumerary posts within the setting. Staff recognised the importance of compliance with prescribed adult to child ratios indoors and outdoors to keep children safe. Effective arrangements were in place to ensure staff absences caused as little disruption as possible. Staff used to cover absences were already known to children and families which ensured further continuity and consistency.

Staff told us they felt their contribution to the service was highly valued. They felt very well supported in their roles, benefiting from the support of their colleagues and the accessibility of the leadership team. We observed a large staff team, who worked very well together and demonstrated very effective communication within the service and with families. Staff told us how important the support of their peers was to them in their daily routine. They talked about the support and relationships they had with each other and the huge impact this had on their ability to perform well. They told us they felt "happy at work" and always looked forward to coming in to work.

Relationships within the staff team made an important contribution to the effectiveness of the service. Staff could rely upon each other. Children benefited from staff who were committed to providing care to the best of their abilities. They had a shared vision for the service and enjoyed their roles, valued their relationships with children and families and wanted to have fun at work. Families told us that the staff team were a huge asset to the service, commenting: "The staff are all so friendly & always smiling creating a lovely atmosphere" and "All the staff seem to share the same values. It's such a welcoming place!"

We observed staff communicating effectively with their colleagues throughout the day in a way that was sensitive to the needs of children. All necessary housekeeping tasks were carried out with minimum disruption to the children's experiences, especially when a task took staff away from their responsibilities. This allowed staff to work co-operatively together to ensure effective supervision and positive engagement with children across the day. Staff told us how they were well-supported by each other during pressure points in the week and were vigilant in ensuring they could identify when a colleague needed some extra support. We found a staff team who were committed to promoting the wellbeing of their colleagues and recognising the positive impact this had on outcomes for children and their families.

All staff were registered to practice with the Scottish Social Services Council (SSSC) and the General Teaching Council for Scotland (GTC) and had undertaken qualifications relevant to their roles and engaged in continuous professional learning. Staff were very confident in their roles and committed to providing quality outcomes to children, their families and the local community. They were confident and well-trained in their roles and responsibilities in protecting children from harm. They participated in continuous professional development to underpin their skills and experience and routinely reflected on the impact of this on their practice. Families told us, "Staff always discuss with us any training they have been on and what it means for our children in the nursery" and "St Eunan's has the most welcoming and caring team, it's the best nursery and my child loves it here. The staff are well trained and each know how to do their jobs and care for the children in the building."

Children were safe and well-supervised at all times. A keyworker system was in place to ensure each child received consistency and continuity of care. We could see that children had developed strong attachments with their keyworkers and other staff within the setting. This ensured positive transitions for children and good communication with families. There was a stable and consistent core staff team within the setting, which ensured families always knew which staff were supporting their children. Families commented: "I like that my child is happy and content at St. Eunan's nursery, the staff offer a wide range of activities that meet my child's needs and interests. The staff are always approachable and welcoming when I've needed to speak with them" and "My child's teacher has fantastic communication skills. We always feel like we are being kept up to date with my child's development."

Weekly meetings provided staff with opportunities for professional dialogue around local and national best practice guidance, self-evaluation and discussion of practice issues. Staff told us that these meetings were a valuable forum to share information about children's needs and progress.

From our discussions with staff, and our observations of the time they devoted to talking with families, we could see they respected and valued the contribution of parents and carers. Staff valued their role in ensuring a holistic approach to the wellbeing of every child and family. Families told us how important it was to them that staff had positive relationships with their children, commenting; "The team are fantastic, they know all the children so well", "Staff are so good with the children and always listen to parents", "The staff in the nursery are fantastic. All are so welcoming and happy to see my child in the morning. I know that they make all the children so happy to come into nursery each day" and "Friendly team and staff throughout the team. Teachers know all the children despite it being a large group of children."

Throughout our visit, staff treated children with respect and we could see that children had very positive relationships with staff. Staff knew children very well and responded considerately and patiently to their needs, conversations and questions. Interactions were well timed and enhanced children's experiences. Staff were fun, enabling and empowering children to feel secure within the setting.

We found that children received very high quality care and were thriving as result of the loving and holistic support they experienced from their own keyworkers and all other members of the staff team.

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

The management team and staff should ensure that purposeful individual observations and clearly identified next steps are recorded for each child. Staff should ensure that spontaneous observations are carried out, where appropriate, and this learning should be taken forward by the keyworker. This will give clear information on children's individual learning and support each child's keyworker in identifying individual next steps in learning for each child in their group. Children's personal plans should be reviewed every six months, or when appropriate with parents.

This area for improvement was made on 6 August 2018.

Action taken since then

Good progress has been made on this issue. We have reported on these areas in more detail under How good is our care, play and learning?

This area for improvement has been met.

Previous area for improvement 2

Management and staff should review all medical consent forms to ensure they are accurate and reflect children's individual medical needs. If medication is not replaced by parents then a clear and robust risk assessment should be developed in relation to a child's particular health needs. If needed, advice should be sought from other professionals to ensure medical needs are being met.

This area for improvement was made on 6 August 2018.

Action taken since then

Good progress has been made on this issue. We have reported on these areas in more detail under How good is our care, play and learning?

This area for improvement has been 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?	6 - Excellent
4.3 Staff deployment	6 - Excellent

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یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

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