

Doune Nursery Day Care of Children

Castlehill
Doune
FK16 6BU

Telephone: 01786 842 734

Type of inspection:
Unannounced

Completed on:
4 October 2023

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Service no:
CS2003015592

About the service

Doune nursery is a daycare of children service which is provided by Stirling Council. The service is situated on the same site as the primary school in the historic village of Doune, near Stirling. Children benefit from an open plan playroom and have direct access to a large, enclosed outdoor space. This provides children with daily free flow opportunities to engage in outdoor learning experiences.

The service is registered to provide a care service to a maximum of 37 children aged from two years to those not yet attending primary school at any one time with a maximum of five children aged two to under three.

About the inspection

This was an unannounced inspection which took place on Tuesday 3 October 2023 and Wednesday 4 October 2023. The inspection was carried out by one inspector from the Care Inspectorate. This inspection took place as a response to a serious incident which we were notified about.

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. As part of our inspection, we assessed the issues that led to the incident and the actions taken by the service since.

In making our evaluations of the service we:

- spoke with children in the service
- reviewed digital responses from twelve families and spoke to four families in person
- spoke with staff and management
- observed practice and interactions with children
- reviewed documents.

Key messages

- Children were cared for by a dedicated staff team.
- Children had fun as they were actively and meaningfully involved in leading their play and learning.
- The management and staff team were committed to delivering a quality service for children and families.
- Children's emotional wellbeing and resilience was supported through positive, nurturing and trusting relationships with staff.
- Children benefitted from well considered and creative learning opportunities.
- Staff and management took appropriate actions to ensure children were safe and secure in the setting following a previous incident.

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 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 nurtured and cared for by a responsive staff team who knew each of them very well. Care routines were individual to children's needs and were delivered with kindness and compassion. It was evident that positive relationships between staff, children and their families had been established. Parents described staff as "knowledgeable, approachable and friendly." One parent said, "All staff have taken time to really get to know my child and they have great relationships with all staff." As a result children felt loved and secure as their overall wellbeing was supported and their needs were being met.

Nutritious snacks and lunches were provided by the service. The management and staff team had been reviewing, making changes and reflecting on lunchtime experiences for children. Some families chose to provide a packed lunch from home for their children. Those with packed lunches, and children with the school lunch cold option, enjoyed a calm and relaxed atmosphere in the playroom. The team explained how they were very keen to provide this opportunity for everyone. At the time of inspection, children ordering hot food for lunch ate in the school dining hall. This was a mostly calm experience. Staff served lunch, poured drinks and tidied away children's dishes. Children were kept safe as staff sat with them and chatted as they ate. We discussed ways to encourage and promote children's independence. For example, children pouring their own drinks, self-selecting food items and tidying away their dishes afterwards. This would reduce the number of tasks carried out by staff, and further promote a positive social experience for children.

Children and families were involved in the effective gathering of information for children's personal plans. My world triangle assessments had been considered for each child. This provided staff with important, meaningful information and strategies to ensure children were given the support they needed. Positive relationships between families and staff helped to ensure information was shared to provide consistency and continuity of care for children.

Children's health and wellbeing needs were being met with appropriate systems in place for storing and recording medication. Most staff had undertaken training to support children with particular healthcare needs and supportive relationships with their families had been established.

Quality Indicator 1.3 - Play and learning

Children benefitted from well considered and creative learning opportunities. Staff used observations to plan high quality play experiences which promoted children's choice, based on their interests and needs. Their voices and ideas were documented in the planning approach used by staff. Families were also encouraged to share their thoughts, ideas, and learning from home.

Electronic journals were used to record children's learning and their proposed next steps. Children could access their learning journal to revisit and share achievements with friends and families. Attractive wall displays throughout the setting provided clear evidence of the importance staff placed on children's understanding of their right to play. As a result children were progressing well and were happy and confident as they developed skills supporting them to fulfil their potential.

We observed children having fun as they were actively and meaningfully involved in leading their play and learning. They benefitted from a skilled staff team who supported them to extend their thinking through the use of effective questioning. For example, children were encouraged to take turns as they played a recall game together. The member of staff asked them to take their time and to think about where they had seen a particular card before. They gave lots of praise and encouragement, and celebrated with children when they were successful. As a result children were busy and engaged as they learned new skills.

Children's emotional wellbeing and resilience was supported through positive, nurturing and trusting relationships with staff. They were encouraged to share how they were feeling throughout the day. Children placed their photograph next to an image which helped them to express an emotion, such as sad or happy. They confidently told us about which emotion the images represented and why they felt that way. This meant that children's needs were being met as their wellbeing was supported.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and 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 experienced a setting that was welcoming, comfortable and furnished to a very high standard. The entrance and cloakroom area was laid out in a way that immediately gave children and families a sense of belonging. The playroom layout had been well considered. It offered children cosy spaces to rest and relax as well as areas to have fun exploring, creating and investigating. This gave a strong message to children that they matter.

Staff understood the positive impact that outdoor play had on children's overall wellbeing. They made sure children had direct free flow access to the enclosed nursery garden throughout the day. The garden area had been thoughtfully planned to offer children a variety of exciting play and learning experiences. Children told us that they liked playing outside and that they had fun playing with their friends. There was space for them to develop their gross motor skills and quiet, covered areas where they could rest. As a result children were learning the importance of an active lifestyle.

Children benefitted from a clean, organised setting that was well maintained. Staff understood the arrangements for, and the importance of, cleaning within the service. The playroom was ventilated throughout the day and offered children lots of natural light. Children were encouraged to wash their hands at almost all key times. To further enhance infection prevention and control measures, we discussed ways to support children's handwashing outdoors as they returned from lunch.

In response to findings from a recent incident, the whole staff team had reviewed and updated risk assessments where necessary. Care Inspectorate guidance had supported the service to reflect and respond. This ensured children's safety was promoted as potential risks had been minimised.

How good is our leadership?

5 - Very Good

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

Quality Indicator 3.1 - Quality assurance and improvements are led well

Strong and encouraging leadership created conditions where staff felt confident in their capacity to take on lead roles. For example, one member of staff told us how they were taking forward digital learning within the setting. They told us that they felt able to do this because they had the support and encouragement from the whole team. A positive ethos and strong leadership supported staff to have high aspirations and confidence in their abilities. As a result children were cared for by a dedicated staff team that felt well supported and valued.

The management and staff team were committed to delivering a quality service for children and families. They had a shared vision which was evident in the kind, compassionate and inclusive interactions we witnessed throughout our visit. Families were being welcomed into the cloakroom and foyer area of the setting. They also had opportunities to join their children on community walks and stay and play sessions. We encouraged the service to consider promoting opportunities for families to be more involved in the daily life of the service. Such as inviting them into the playroom as they drop off and collect their child.

The service had created an improvement plan which had been developed through self-evaluation and considering the views of staff, children and families. Effective policies, procedures and quality assurance processes were in place and also supported the development of the service. This meant that an environment of continuous improvement was promoted and further secured positive experiences for children.

How good is our staff team?

5 - Very Good

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

Quality indicator 4.3 - Staff deployment

Effective use was made of staff experience, knowledge and skills to ensure children's experiences across their day were positive. Staff communicated very well with each other and worked together to keep children safe and engaged in learning opportunities. They were proactive when anticipating where and when support might be needed. This created a respectful atmosphere which ensured children's experiences were positive and were appropriately supported throughout the day.

The staff team were committed to their own continual professional development, as many of them had undertaken additional training and learning. They demonstrated a clear understanding that children's experiences and outcomes improve as they develop their own knowledge and understanding.

Staff wellbeing was a priority for the management team. An open door policy and one-to-one meetings meant staff felt valued, supported and listened to. The management team recognised and valued the importance of ensuring that the service was appropriately staffed at all times. Staff were flexible and breaks were planned to minimise the impact on children whilst making sure staff had time to rest and be refreshed.

Staff knew children well and secure relationships between them had been established. One family told us, "All staff are friendly and approachable, they seem knowledgeable about our child despite them not having been at the nursery for very long, and seem to have already created the bond with them." This meant that children felt safe and happy in a service where a caring staff team nurtured and supported them.

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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