

Winchburgh Primary School Nursery Day Care of Children

Glendevon Park
Winchburgh
Broxburn
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Telephone: 01506 890 202

Type of inspection:
Unannounced

Completed on:
16 January 2025

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2003017502

About the service

Winchburgh Primary School Nursery is in the village of Winchburgh, West Lothian. The nursery is within a purpose-built wing of the primary school. The service is registered to provide a daycare of children service to a maximum of 64 children aged from two years to an age not yet attending primary school. No more than 10 children should be two years to under three years of age.

Children have access to a large playroom, sensory room, two large garden areas that can be reached directly from the playroom, dining room space and toilet facilities. The service is close to green spaces, local amenities and can be reached by public transport links.

About the inspection

This was an unannounced inspection which took place on Wednesday 15 January 2024 from 09:15 until 16:15 and continued on Thursday 16 January 2024 from 09:15 and 12:00. Feedback was shared following the visit. The inspection was carried out by two inspectors 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 observed their play
- spoke with seven families during the visit and received feedback online from 14 families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced nurturing approaches from a team that were kind, caring and committed to their role.
- A rich and engaging environment supported children's learning through play.
- Children and families experienced a warm, welcoming and inclusive ethos.
- Planning approaches valued the importance of supporting children to lead their learning.
- Inviting and well-planned play spaces promoted children's imagination, curiosity and exploration.
- A strong commitment from the team, partnership working with families and other professionals meant children were supported to reach their full potential.
- Effective procedures were in place that ensured children benefitted from high quality care and support through the team's consistent approach.
- Children benefitted from facilities and resources that were maintained to a high standard and gave a strong message that children mattered.

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 experienced warm, caring, and nurturing approaches from staff that knew their individual personalities, likes and preferences. Children and families were greeted warmly as they entered the service. It was clear positive attachments had been formed between children and staff. Staff valued families as partners in their child's nursery experience. Families described staff as welcoming, caring, knowledgeable and approachable. As a result, families had developed trusting relationships with the team that supported children's wellbeing.

We asked families what they liked about the service. Comments included "Staff are fabulous, and my child adores them," "The care that my child gets," "The kindness of the teachers," "They go above and beyond to ensure that our child has an excellent experience" and "They have made us feel welcome and most of all my little one loves them all."

Children's wellbeing was promoted through play and embedded in everyday conversations. Children engaged with wellbeing resources and spoke confidently about the wellbeing indicators and how these related to play, for example, Safe Sally. The articles of the United Nations Convention on the Rights of the Child (UNCRC) were displayed around the environment. We gave suggestions on how this could be further developed to support children and family's awareness of the rights and staff were enthusiastic to promote this further. This demonstrated staff had a very good understanding of children's rights and valued the importance of promoting these.

Mealtimes offered children the opportunity to develop life skills. Children were involved in choosing snacks, ordering shopping online, preparing foods and handling safety utensils. Mealtimes took place in a separate room in the school campus and offered children some opportunities to lead this routine. A welcoming space had been created that promoted a relaxed, unhurried and sociable experience. Staff sat with children and used the opportunity to promote language and communication through meaningful conversations.

Children's emotional security and wellbeing was supported through well planned and sensitive arrangements for rest and self-regulation. For example, inviting areas were available that offered quiet, comfortable spaces to relax. Staff offered children daily opportunities to share how they were feeling using the emotions board. They checked in with children throughout the session to ensure they felt happy. As a result, children felt safe and secure.

Personal plans were in place for children and detailed important information about their likes, routines, care needs and next steps in learning. Plans were reviewed regularly with families and detailed how the service would support children to reach their full potential. They discussed children's next steps regularly and were clear about their approach to ensure consistency. As a result, children made progress at a pace that was right for them.

The service had an effective system in place for the safe administration, monitoring and storage of medication.

Staff updated children's medical information to ensure that their healthcare needs would be met in line with guidance. As a result, children received care and support from the team who had a sound knowledge of their needs.

Quality indicator 1.3: Play and learning

Children were actively leading their play and learning through a balance of planned and freely chosen activities. For example, staff used children's interests to extend learning through fun and engaging provocations. Learning intentions were promoted through carefully considered activities whilst ensuring children had freedom to create and represent their own ideas. Staff demonstrated their commitment to ensure children's voice was heard and amplified through play. Their interests were very well documented and celebrated on the large learning wall in the foyer and floor books. Families spoke about the learning wall and how they were able to see what the interests had been. As a result, children were able to revisit and talk about their learning with family and friends.

Play experiences were high quality, rich, and supported children to engage in sustained learning. Staff supported this through quality interactions, effective use of questioning and showing a genuine interest in children's play. Families felt children had opportunities to follow their interests. This gave a message that children mattered.

Staff made observations of children's play and learning and used these to track progress across the curriculum. This ensured all children benefitted from a breadth of learning through play. Families were happy with the play and learning experiences offered. They commented "He makes friends, he has fun and has the chance to run with his imagination making things, adventures and stories." "My child has developed her skills in many areas since starting this nursery and is loving learning," and "I feel like my daughter has developed so much in the short space of time she has been there." As a result, families were happy with the opportunities children were offered that supported learning and development.

Staff provided rich numeracy and literacy activities throughout all play spaces. High-quality play experiences offered children opportunities to develop important skills in fun and meaningful ways. For example, children self-registered by marking their attendance, copied print, displayed their creations around the environment and enjoyed stories and songs with staff. Many children demonstrated a keen interest in letters and sounds. As a result, children enjoyed learning about numbers and letters through fun experiences that were meaningful to them.

Children's opportunities for learning in the wider community were enhanced through the strong links made by staff and village groups. The service visited the local growing group regularly. Children learned about how food gets from seed to plate. They grew vegetables in the plots and enjoyed harvesting these for snacks. Children also experienced trips to green spaces and there were plans to start forest kindergarten visits again. Staff had a sound knowledge of the area and were aware that their community continued to expand. They organised sessions to support new families to connect with the service through their nursery matter. This promoted a strong connection with the community.

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, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children and families experienced a setting that was purpose built as part of an extension to the school campus. All play spaces were furnished to a high standard, well maintained, and benefitted from natural light and ventilation. Care and attention to detail had been given to spaces and displays and it was evident staff took pride in the setting. This gave a strong message that children mattered.

Play spaces were safe and secure as high handles on the playroom door were positioned out of children's reach. Security was enhanced with the use of a fob entry system on all doors. Families entered the service through the nursery garden into the foyer. The garden areas were enclosed by boundary fencing and staff had effective procedures in place to ensure the transition into and out of nursery were safe.

The indoor and outdoor environments were creatively structured to take account of children's interests and stages of development. Spaces were well resourced with high quality materials that offered children challenge and promoted engagement. One family commented "It's a super setting for children to learn at their own pace." As a result, children engaged in play for sustained periods of time as they were supported to lead their learning.

Staff and children worked together to remove potential risks outdoors. For example, children carried out daily risk assessments of the garden area using pictures. Children were aware of the safe, inspect, monitor, observe, act (SIMOA) campaign and how to keep safe when out in the community. We suggested how SIMOA could be included into children assessing risks in the indoor play spaces and their home. Staff were keen to further develop this.

Children's health and wellbeing was promoted through effective infection, prevention, and control practices. Hand washing took place at key times throughout the session. Children were confident in this practice, and we could see this routine was embedded. This demonstrated staff had a very good understanding of current guidance and their role in promoting children's health and wellbeing.

The service had clear risk assessments in place in line with local authority guidelines. Staff were familiar with these and used them to ensure the experiences children engaged with were safe as potential risks had been considered. As a result, children explored spaces and activities that promoted their safety and wellbeing.

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 key question as very good.

Quality indicator 3.1: Quality assurance and improvements are led well

There was a welcoming, warm, and nurturing ethos where children were confident to explore, develop a natural curiosity and learn through play. This was reflective of the service vision, values and aims. The service was led well by a committed leadership team that promoted a culture of care, respect, and value. Leaders supported staff to have high aspirations for children and families.

The service improvement plan was specific to the nursery priorities.

These focused on developing opportunities for children to be independent, awareness of children's rights and the wellbeing indicators, outdoor learning, promoting support and challenge opportunities, parental engagement and the use of technology. Through regular meetings, reflections and monitoring, there was clear evidence to demonstrate progress was having a positive impact on outcomes for children.

Every staff member played a vital role in driving forward improvements. They had taken on leadership roles linked to their skills and interests. This offered children and families more opportunities to engage in fun activities that supported skill development. For example, sewing, ball skills, learning Spanish and woodwork. Staff were enthusiastic about their leadership roles.

Gathering the views of children and families was important to the service. This helped them to engage in a cycle of continuous improvements through reflective practice. Families told us they were asked for their views on any changes in the service or what they would like to see offered. This meant families felt included in the life of the setting.

Children were able to revisit learning and talk about their interests from their floor book that documented their learning journey. This meant children were included and their ideas were valued.

Children and families benefitted from a team that engaged in regular self-evaluation and reflection to ensure they continued to deliver high quality care and support. Staff used best practice guidance to evaluate the strengths and identify further developments. There was a clear and concise system in place to promote the quality of the service. Regular audits and monitoring took place, and the use of weekly team meetings provided opportunities to share ideas, support and reflect for improvement.

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 key question as very good.

Quality indicator 4.3: Staff deployment

Staff were committed to supporting children, families and each other. The service made effective use of their large staff team to meet children's individual needs and offer wider experiences that promoted a breadth of learning. There was a genuine care, respect and culture of support that brought a warm and nurturing feel that could be sensed on entering the service. Staff told us they "loved" working at Winchburgh, felt valued and listened to. There was lots of laughter, happiness and "professional love." This created a positive working environment.

Communication with families was important to the service. Daily chats, updates through the online app and regular progress meetings ensured families felt included and informed. Families told us they felt communication was very good and liked the regular updates online.

The team had effective systems in place to ensure a consistent approach to communication. They made very good use of their development session every week. This time allowed them to plan for children's experiences, review plans, engage in reflective discussions, complete training and evaluate priorities. This approach meant that everyone felt included and were clear about their roles and responsibilities to support positive outcomes for children.

Staff deployed themselves effectively to ensure children were able to lead their play and learning.

They were engaged with children where they chose to play. They positioned themselves at children's level and were able to scaffold learning through meaningful discussions and respond to sustain the interest.

There was a clear and effective system in place to support staff. The service had a detailed mentoring programme that reflected best practice guidance. The leadership team had begun to use the Early Learning and Childcare National Induction Resource with all staff as they recognised the value this offered in supporting their reflections that ensured high quality care, play and learning.

Busier times of the day were well managed to ensure children's safety. For example, staff welcomed children and families into the service and took time to talk with them, showing genuine care and interest. Families told us they had strong connections with staff, found them approachable, they knew each member and felt they were able to talk to any member of the team. They described staff as caring, friendly, and nurturing. As a result, families had developed trust in the team to meet children's needs.

Children benefitted from a very good service that valued their right to play. The service placed high regard on children learning through play, quality interactions, positive relationships, and a high-quality provision. As a result, children, families, and staff were happy at Winchburgh Primary School Nursery.

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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