

Tulliallan Primary School Nursery Day Care of Children

Kirk Street
Kincardine
Alloa
FK10 4PT

Telephone: 01383 602440

Type of inspection:

Unannounced

Completed on:

28 November 2019

Service provided by:

Fife Council

Service provider number:

SP2004005267

Service no:

CS2003015881

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found on our website at www.careinspectorate.com

The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Tulliallan Primary School Nursery is a Fife Council education provider, providing a day care service for a maximum of 45 children per session from the age of three years to those not yet attending primary school. The service operates from one playroom, within the primary school building, situated in the town of Kincardine. The children may have access to the following areas of the premises: The adjacent open area, the school gym hall and the medical room for nappy changing. The service benefited from a separate entrance, designated outdoor play area, and had good access to public transport links and local amenities, such as the community woodland, parks and the local library.

The service aims are to SHINE, which is reflected in their ethos, they promote:

- Success
- Honesty
- Included
- Nurture
- Equality

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it right for every child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

During the inspection, we spent time with the children present. There were 24 children on the day of inspection. The majority of children were fully engaged in high quality purposeful play, indoors, outdoors and in the 'forest'. They were keen to talk to us in the 'forest' and told us:

"Look we have a rope swing and I swing on it."

"Me and my friends built an army base."

"We toasted marshmallows on the fire."

"This is our camp where we have snack."

"These are mushrooms and you don't touch them. The witch in 'Room on the Broom' ate mushrooms and it nearly killed her."

We sent out 15 care standards questionnaires to parents of children who attend the service. We received seven completed questionnaires from parents before the inspection. We spoke with three more parents individually. Overall, parents were very happy with the care and support their child received in this service. They told us:

"I have known all the staff within Tulliallan nursery for over 3 years as both of my children have been privileged enough to have gone there. I can honestly say that they are all fantastic with children, parents and carers. They are all friendly, professional and approachable. I could not be happier with the environment within the nursery that the staff create and I have already seen lots of positive changes in my child since he started attending an August I couldn't sing the praises of the staff enough.

They are excellent!"

"Coming to the forest has really helped my child's language development, it has really supported him."

"There are really good teachers here, they are fantastic. The indoor environment is also fantastic, they have a workbench with real tools."

"The children love outdoors and teachers are always on hand to help. They are really good at supporting my child, who has made great progress in her numbers, speech and sharing. The teachers teach the children 'good choices'."

"My child thrives at Tulliallan nursery; the staff, the activities, the open-ended play, forest school and the outdoor area, it is all fantastic."

"I try to come to the forest most weeks. It is good for me and my wellbeing to be with other adults."

Self assessment

We received a fully completed self-assessment from the service. We were satisfied with the way this was completed and with the relevant information included.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	6 - Excellent
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

The exceptionally committed and self-reflective staff and management team were driven to ensure the highest quality outcomes for children. Expectations of children's achievements were set high and staff worked hard at adding value to the quality of children's learning. The children were all highly engaged and self-sufficient.

Planned learning experiences grew from children's questions about what they wanted to know. One child asked, "What do animals do at night". This sparked an interest in learning about day and night. The learning wall was steeped in notes containing children's questions and answers. Staff skilfully knew when to interact, when to model and when to extend learning. They made good use of effective questioning, which encouraged children to problem solve. Children were given opportunities to find solutions to allow them to be experts in their learning.

For example, one child asked, "Do birds eat carrots?" We saw carrots beside the birdfeeders in the garden, because the child was testing out her theory. Children were given time and space to investigate the environment. Staff knew children's needs very well and used strategies to provide individual targeted support for some children. Such as, a keyword signing communication method called 'Signalong' to support communication development.

The team were proud to be the first nursery in Fife to achieve digital school status and to win an award. As a result, the use of digital technologies was exemplary. Children could select and use appropriate technology to learn or solve problems. One example included; the use of Book Creator (a simple tool for creating digital books). One child wrote a story when in the forest and created it in book creator, when he returned to nursery. This supported him to develop his literacy, imagination and creativity skills.

We saw that recorded observations identified children's skills and depth of learning. Staff used children's individual learning needs and interests to inform future planning. Next steps in children's learning were followed through to provide high quality opportunities for successes and achievements to be maximised. Staff effectively tracked children's individual progress. 'We like to learn' floor books, were enriched with children's writing, artwork, and comments, which evidenced a wealth of rich learning opportunities. Children were working towards a silver award with the Royal Society for the Protection of Birds (RSPB). Their interest in birds had led to them researching about them and learning different species and their habitats. Children were developing vocabulary and research skills to develop knowledge. Similarly, enterprise groups supported children's all-round learning. For example, they made chutney to sell and learned about the process of making chutney, putting it in jars, making labels, selling and budgeting. Children developed skills for lifelong learning.

Staff were good role models for keeping children healthy. Physical activities included yoga and 'play on pedals', which kept children fit and active. Children grew their own food in the community allotment and in the nursery outdoor play area. They were learning about the importance of healthy eating and where food comes from. They used the home-grown food for snack. Emotional resilience was well supported through nurturing relationships. Restorative approaches were used to help children make good choices. Staff used a pictorial folder for children to point to pictures, when they needed extra support to communicate.

Children experienced the weekly 'Forest Kindergarten'. This provided a rich environment to excite exploration, investigation and open-ended play. Staff managed this experience to create exceptional outdoor learning opportunities. Children knew and respected the rules to keep safe, whilst encouraged to take physical risks and to understand that it is healthy to take risks. They interacted with the elements around them and gained an understanding of the world they lived in. They had excellent knowledge about animals and nature and told us "not to touch the mushrooms". We saw that children had a sense of freedom to make discoveries by themselves and develop their own ideas, with a 'can do' attitude. For example, they were swinging on the rope swing, engaged in high quality imaginative role play and safely used the fire pit.

The rising three's group was a carefully planned inclusive transition approach used to support children and parents, when children were due to start nursery. Parents and children felt valued and welcomed. The group allowed children to experience the nursery and forest kindergarten prior to starting and parents received an information session about what to expect. Similarly, children moving onto primary one received high quality opportunities to develop a sense of belonging before starting school.

Staff had continued to work hard to maintain and develop inviting and inspiring environments, which was done in consultation with children and parents. The thoughtfully planned playroom had well-defined areas for different types of play and beautifully displayed resources encouraged and motivated children's curiosity to explore.

Similarly, the outdoor area offered opportunities to be active and imaginative. It housed a wealth of high-quality resources, such as, literacy and numeracy dens and a homemade greenhouse, which housed real tools for children to use in the garden and the woodwork bench. Children were knowledgeable and skilled to independently care for the garden and to safely use tools to create and design.

What the service could do better

The team had clear and appropriate plans in place to continue to embed and enhance their excellent practice. They were preparing for changes that the expansion would bring, which included an extension to the playroom. This was to ensure that they continued to provide the highest quality outcomes for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
12 Apr 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
24 Apr 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 6 - Excellent Management and leadership 5 - Very good
10 May 2010	Unannounced	Care and support 6 - Excellent Environment Not assessed Staffing 6 - Excellent Management and leadership Not assessed
2 Mar 2009	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and leadership 6 - Excellent

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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