

# St. Peters Nursery Day Care of Children

Braehead Road  
Paisley  
PA2 8DZ

Telephone: 0141 884 2855

Type of inspection: Unannounced  
Inspection completed on: 31 January 2017

**Service provided by:**  
Renfrewshire Council

**Service provider number:**  
SP2003003388

**Care service number:**  
CS2003014769

## About the service

St. Peters Nursery is a daycare of children service located within St. Peters Primary School, in a residential area in the town of Paisley, Renfrewshire. The service is provided by Renfrewshire Council.

The service is registered to provide a care service to a maximum of 40 children aged two years to those not yet attending primary school, of whom a maximum of 10 children shall be under three years. We observed children at play during the morning and afternoon sessions of our visit on 31 January 2017. There were approximately 20 children attending each session during our inspection.

The service's aims, summarised below, reflect the principles of Getting It Right for Every Child (GIRFEC):

- Safe, secure, attractive and stimulating environment with well trained staff, who ensure children are protected and free from harm.
- Healthy nursery, where careful consideration is given to the snacks, ensuring a balanced diet, and with daily practice on hand washing and tooth brushing.
- Active nursery with an emphasis on outdoor learning, keep fit activities and the use of the school gym.
- Nurturing environment where children are talked to, respected, responded to, played with and cuddled, so that they grow in confidence and wellbeing.
- Achieving nursery, where children develop literacy and numeracy skills as well as scientific observations, expressive arts and social studies. The staff in the nursery ensure progress is made through continual observations and planning of next steps.
- Responsible, respectful environment where children are welcoming, mannerly and polite.
- Inclusive nursery that reflects the Council's equal opportunities policies and is anti-racist, anti-sexist, multicultural and recognises the rights of both men and women who work and care for children. The nursery takes account of and supports all children's' needs.

## What people told us

Children who were attending the service were happy and settled, and confidently made choices about how they spent their time at nursery. Some children talked to us about what they liked to do, which included painting, singing and playing with their friends. Children said that the adults who looked after them were funny and nice and that they helped them.

Parents and carers who spoke with us during the inspection were very happy with the service. They felt that the nursery's key strengths were how well staff knew families and their children, and the very welcoming and inclusive ethos.

## Self assessment

The Care Inspectorate received a fully completed self-assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included for each heading that we grade services under.

The provider identified what it thought the service did well, and developments since the last inspection, which included the provision of early learning and childcare for children from two years of age. The service also identified some areas for continued development. The provider told us how they gathered the views of parents, children and staff to help the service make improvements.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	5 - Very Good
<b>Quality of environment</b>	5 - Very Good
<b>Quality of staffing</b>	not assessed
<b>Quality of management and leadership</b>	not assessed

## What the service does well

We focussed on child protection, arrangements for supporting children to overcome barriers to their learning and to develop a positive sense of self, and arrangements for ensuring quality.

The service worked well with other agencies to protect children and keep them safe. The head teacher organised regular training and reviews of child protection policy and practice for staff. This ensured that staff had the right skills and knowledge to protect children and that they were confident about their role and responsibility regarding this.

The very good arrangements for involving children and their parents and carers in planning for children's learning and development supported positive outcomes for children. Warm, caring and nurturing approaches, to help children develop their social and emotional skills and to feel secure, were embedded in practice. Staff were skilled at supporting positive transitions, tailored for individual children, which meant that settling in to nursery life was a positive experience for children. These approaches were helping children to form positive relationships and to be confident in making choices about their learning.

The service was very good at identifying children who would benefit from additional support, and helping families to access this. Parents told us that they found the support of the nursery invaluable, and that the co-ordinated involvement of other agencies and specialists had been a positive experience. They felt that staff had a genuine interest in their child's well-being and development and they very much appreciated this. Staff were clear about aspects of children's development that they felt needed more support, and planned effectively, with support from specialists where appropriate, to provide this. These approaches were supporting children to achieve their potential.

The recently developed playroom room for children aged two years and over, and the well established larger room provided bright, warm and welcoming environments for children. Staff planned the space very well to ensure that children could move around freely and make choices about the toys and resources they played with. In addition to busy and purposeful areas, there were spaces for children to relax and be calm. There was a very good range of natural materials and resources that encouraged exploration and curious play. Staff were skilled at recognising children's developmental stages and interests, and provided appropriate resources to support these. This was evident, for example, when a staff member recognised a child was enjoying the sound banging puzzle pieces together made, and provided percussion musical instruments to develop this experience.

Staff made very good use of space within the nursery to celebrate children's achievements. They did this through wall displays that depicted, through photographs and text, significant events at home. Examples of these included learning to ride a bike and developing responsibility by being a room monitor. These approaches helped children to develop a positive sense of self.

## What the service could do better

The nursery management and staff had a clear vision for the development of the service, and were working effectively together to support this. We discussed plans to develop the room for children aged two years and over, as more children use it on a regular basis. In the meantime, staff were working well to settle children into nursery routines and life, and were continuing to make links with home.

## 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](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings
27 Mar 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
27 Mar 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good

Date	Type	Gradings	
21 Jan 2013	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
2 Nov 2010	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	Not assessed
		Management and leadership	Not assessed

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