

# Care service inspection report

Quality themed inspection (day care for children)

## Braehead Primary School Nursery Day Care of Children

Springfield Road  
Stirling

Service provided by: Stirling Council

Service provider number: SP2003002689

Care service number: CS2003015609

Inspection Visit Type: Unannounced

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Please get in touch with us if you would like more information or have any concerns about a care service.

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# 1 About the service we inspected

Braehead Primary School Nursery is registered to provide a care service to a maximum of 30 children at any one time, aged 3 years to those not yet attending primary school.

The nursery is situated in Springfield Road, Stirling and adjacent to Braehead Primary School. The nursery is also close to local amenities which people who use the service can access.

The service mission statement is to create a safe, secure environment where children can have fun and learn in a happy, relaxed and stimulating environment.

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

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

## What we did during the inspection

We carried out an unannounced inspection of Braehead Primary School Nursery on 3 June 2016 and provided feedback to the head teacher, acting deputy head teacher and senior early childcare educator on 9 June 2016. People mentioned above will be referred to throughout this report as 'the management team'.

As part of the inspection, we took account of the completed annual return and self-assessment that we asked the provider to complete and send to us. We sent care standards questionnaires to the provider to give to parents of children who use the service and we received three completed questionnaires back from parents and four from staff.

We examined a range of evidence relevant to the inspection which included speaking with:

The head teacher

The deputy head teacher

Senior early childcare educator  
Four early childcare educators  
Primary one teacher  
Visiting speech therapist  
Two parents.

We also received a supporting email from one other professional that has involvement with the service.

We sampled:

Nursery information for parents through notice boards, newsletters booklets and handbook given to parents/children as part of the transition  
Evidence of consultation with parents and children  
Some policies relating to the aspects we examined  
Medication procedures  
Records of monitoring and evaluation  
Leaflet 'Growth Mind-set guide for parents'  
The school and nursery improvement plan  
Standards and Quality report 2015-16.

We looked at the indoor and outdoor play environment and carried out a visit to the school with the children and parents as part of their transition programme. We observed children taking part in an activity that involved them visiting the school as part of their transition programme.

### **Taking the views of people using the care service into account**

We spoke to 15 children who use the service who told us:

"We are going to visit the school today and will do lots of activities"

"We get to visit the primary one classroom and sit at a big table. It's fun."

"Some of the primary one's children show us how to do the activities and where to put things, like pencils".

"I like playing outside in the big playground".

"We get to pour our own water at snack time. I like my snack".

"The ladies do lots of activities with us. We visited the school this afternoon and spoke to people we met and took their picture. You were with us. I like visiting

the school with the ladies. We spoke to Mrs Hamilton and she told us she helps the children if they get upset".

"We got to see the dinner hall where we are going to have our lunch tomorrow".

"I like visiting the school it helps me get to know where things are, like the toilet and where I am going to have my lunch".

"I like visiting the classroom, the teacher is nice. We sat on chairs at a big table".

"I am going to school soon".

"My brother goes to school and I will be able to see him. He's told me all about school. I am excited about school".

### **Taking carers' views into account**

We received the following comments from parents/carers about the service:

"The nursery staff are all fab as are all the resources. However, I do feel the nursery itself is small. That said, the staff make excellent use of the space available to them".

"The service is warm and inviting to all the children and parents".

"I am impressed with how well the buddies communicate with the children. The effort the staff in the nursery and school put into the transition of children going to school is excellent".

"I like the activities the children do on their visits. It provides continuity and children know what to expect. This helps my child going into primary one".

### **Comments on Self Assessment**

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

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, some areas for

development and any changes it had planned. The provider told us how the people who used the care service had taken part in the self-assessment process.

## 2 The grades we awarded

We grade the quality of care and support, quality of the environment, quality of staffing and quality of management and leadership. In each case, we award a grade on a scale from 1 to 6, where 1 is unsatisfactory and 6 is excellent.

Quality of care and support	6 - Excellent
Quality of environment	5 - Very Good
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

## 3 Quality of care and support

### Findings from the inspection

We focussed on two aspects throughout each quality theme and these were:

- Transition (support for children moving into the nursery, including two-year olds and on from nursery to school)
- Supporting children with additional support needs.

#### **Transition:**

We concluded that the service was excellent in this area of work.

Parents and children told us the nursery has developed an excellent transition programme that supported their experiences, for example, children interviewed school staff and recorded their findings and delivered a presentation to the whole nursery on their experience and achievements.

Additionally, children joined lesson/activities and had a big get together at the end of transition and viewed videos/photos of the activities they took part in. They wore masks and necklaces they had made. This provided an inclusive, fun and memorable approach to the children's transition.

As a team, staff had excellent dialogue around the children. This included parents/carers and other professionals. This ensured that activities undertaken by the children were appropriate and children were included, happy and respected.

#### **Supporting children with additional support needs:**

The service has a wonderful flexible ethos which meant they worked around any problems that may have arisen. In particular, with regard to effective and sensitive communication with parents that linked to individual children's learning and development.

The service provided rich opportunities for children to communicate that included their home language. They made every effort to include this into the daily conversations, such as, the use of sign language. As part of their very inclusive approach, rhymes or songs will be included in the forthcoming transition pack. This will further support children's learning and partnership with parents/carers.



## Grade

The quality of care and support is graded 6 - Excellent

## Requirements

Number of requirements - 0

## Recommendations

Number of recommendations - 0

# 4 Quality of environment

## Findings from the inspection

We concluded that the service was very good in this area of work.

### Transition:

Parents confirmed that very good information was provided. Information is constantly reviewed, for example, the newly formed parents' focus group reviewed information to ensure this reflected the needs of the parents and children moving in and out of the nursery.

Due to limited space, a particular strength of the service was the need to keep the environment under review. Staff changed the environment when required, depending on the stage and development of children.

Staff provided a balance of both inside and outside experiences which enable children to be safe, confident and happy in the environment.

### Supporting children with additional support needs:

The environment was thoughtfully adjusted to accommodate the stages and needs of the children attending the nursery and this included a new multi-sensory room to support all children to use their senses.

Children used all areas of the nursery and this provided further learning experiences, for example, joined activities. This approach supported children to be included and forged positive relationships with other children and contact with all the staff. *â€f*

## Grade

The quality of environment is graded 5 - Very Good

## Requirements

Number of requirements - 0

## Recommendations

Number of recommendations - 0

# 5 Quality of staffing

## Findings from the inspection

We concluded that the service was very good in this area of work.

### Transition:

Staff managed change really well, for example, the change of acting head teacher and the extended hours given to children. Staff worked as a team to agree solutions to ensure that children's needs were being met.

Parents and other professionals confirmed that staff are highly responsive and flexible regarding the transition support provided.

Parents recognised that staff knew the children well and were skilled in highlighting children's strengths and areas of difficulty. They were confident this was linked to the child's transition.

### Supporting children with additional support needs:

Staff are skilled and recognised differences in starting points of the individual child and encouraged them at the appropriate level. They are inclusive to visiting professionals and take forward strategies and programmes suggested.

Staff nurtured the children and took a holistic view to children's learning to effectively support children's emotional health and wellbeing.

Staff kept precise records on individual children and shared information when required. For example, with their colleagues or other professionals as this helped to plan for the child's next step in development.

## Grade

The quality of staffing is graded 5 - Very Good

## Requirements

Number of requirements - 0

## Recommendations

Number of recommendations - 0

# 6 Quality of management and leadership

## Findings from the inspection

### Transition:

We consider that the management of change within the service was effectively achieved through an inclusive and enabling approach by the management team. For example, staff were encouraged to be reflective in their approach to working in partnership with parents/carers. This is apparent through the quality of information obtained and included in planning for the individual needs of each child.

The management team challenged the staff team to evaluate aspects of their work, for example, during staff meetings, in service training days and through personal reviews. This was allied to meeting the needs of all the children and priorities linked to the Standards and Quality Report.

### Supporting children with additional support needs:

Staff had regular meetings with the management team. This ensured there was a well-developed understanding of GIRFEC and staff understood their responsibility to work in a cooperative way.

Regular meetings ensured that feedback was actively sought from other professionals working with children in the service. This also ensured on-going effective quality assurance was in place to ensure the services ethos; values and culture was delivered to provide a very good service to children and families who use the service.

## Grade

**The quality of management and leadership is graded 5 - Very Good**

## Requirements

Number of requirements - 0

## Recommendations

Number of recommendations - 0

## 7 What the service has done to meet any requirements we made at our last inspection

### Previous requirements

There are no outstanding requirements.

## 8 What the service has done to meet any recommendations we made at our last inspection

### Previous recommendations

There are no outstanding recommendations.

## 9 Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

## 10 Enforcements

We have taken no enforcement action against this care service since the last inspection.

## 11 Additional Information

There is no additional information.

## 12 Inspection and grading history

Date	Type	Gradings	
7 Jun 2013	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
16 Nov 2010	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	Not Assessed
		Management and Leadership	Not Assessed
2 Dec 2008	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good

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