

Cambusbarron Primary School Nursery Day Care of Children

Thomson Place
Cambusbarron
Stirling
FK7 9PE

Telephone: 01786 472809

Type of inspection:

Unannounced

Completed on:

1 May 2018

Service provided by:

Stirling Council

Service provider number:

SP2003002689

Service no:

CS2003015603

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

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

Cambusbarron Primary School Nursery is a Stirling Council service registered to provide early learning and childcare to a maximum of 30 children aged from three years to those not yet attending primary school. The service operates Monday to Friday during school terms and is currently offering flexible placements so that children and their families benefit from their entitlement of 600 hours early learning and childcare. The service is located in a building adjacent to the main school benefitting from a well planned environment including free flow indoor and outdoor space with children benefitting from open ended and natural experiences. Children benefitted from being active in the nearby parkland and woodland involving parents and carers in their outdoor learning experiences.

"The overall vision of the nursery is to enable each child to reach their full learning and social potential within the context of a stimulating, challenging and caring environment which respects and celebrates individual interests, talents and differences."

A full statement of the vision and aims are available from the service in the information brochure.

We wrote this report following an unannounced inspection. This was carried out by one inspector on Monday 30 April and Tuesday 1 May 2018. Feedback was delivered to the head teacher, the depute head teacher and the nursery senior at the end of the inspection process.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

What people told us

Children confidently told us about their experiences in nursery. They said:

"I like the sand on the floor and I like playing in the sand outside."

"We have made a chute with the blocks. Look at me jumping off."

"I can make spells in the dungeon."

"Can we lift the tree trunk to see the mini beasts? I can see an ant."

Children were actively enjoying both indoor and outdoor experiences. They were climbing the tree, playing imaginatively in the mud area, balancing on the 'trim trail', rolling down the grassy hill and playing hide and seek. They were learning about nurture when feeding the birds and planting and growing fruit, vegetables and other plants. An introduction to early science, technology, engineering and mathematics was supporting children to achieve. For example, they were learning to tally and chart shapes they found in their environment and were using bee bots and remote control toys as part of their learning experiences.

We talked with eight parents who commented positively about the service. In particular they said that children were supported well during their transition from home into the nursery. They said that the process was managed around the individual needs of children including short visits with the parent until the child felt safe and secure. Parents were aware of the benefits of children having access to open ended play and access to natural resources saying that their imagination was being stimulated as a result. For example, a child lifted a shell to their ear saying that they could hear a shark then talked about the treasures in the sea and about pirates. Parents were linking experiences in the nursery to those at home supporting children's learning as a result. Parents said that staff were lovely, knew children well and were keen to include parents and carers in the service through, for instance stay and play opportunities and going on woodland walks. They said recent improvement in the service included the environment being changed so that it was not overly stimulating bringing a calmness to children. For example lighting was soft, natural resources and materials were used to decorate the play space including the wall displays.

We sent out care standard questionnaires to be distributed by the service. Five completed questionnaires were returned highlighting parent satisfaction with the service. Comments included:

"Recent staffing changes have had a notable change in how welcoming the nursery feels & my daughter seemed to notice as well..."

"... Overall, it is a really well organised nursery & my child speaks enthusiastically about time there. Parents are often consulted & the staff genuinely seem to care. They have excellent use of the outdoors including their garden."

"Really excellent use of social media & individual child update info pages."

"My child adores the garden."

Some parents were less positive about the changes to the staff team. They said:

"... it feels a lot of change happened at once. Many parents have spoken of this."

"The service has just gone through staff changes & my child's key carer is on long term sick; this has been reflected in the scoring. It is unfortunate timing & once these changes have settled I would be more confident in scoring the service very high."

At the time of the inspection, the staff team were working towards a collegiate approach to improving the service. For example, work on improving the environment had resulted in improved outcomes for children. The improvement plan clearly highlighted areas to be developed as part of the continuous improvement agenda.

Self assessment

The service had not been asked to complete a self-assessment in advance of this inspection. We looked at the improvement plan for the service which demonstrated clear priorities for improving outcomes as well as progress being made.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

The service provided responsive care and support to children ensuring that their health, welfare and safety needs were met to a very good level.

Children were well supported with their transitions including from home to nursery. They felt safe and secure building positive relationships with staff. Effective communication enabled information to be shared so that staff got to know children and their families well. They responded to the individual needs of children as a result. Parents said that staff were compassionate and that they felt included in the service. We saw parents visit for stay and play sessions and heard about how they were included in woodland walks. Children were proud that their parents visited them in nursery.

Children benefitted from experiences that supported their curiosity, creativity and imagination. Staff listened to children supporting them to direct their play and activities. For example, having identified that a baby doll was dirty, a child was supported to fill the baby bath with water so that the baby doll could be washed. Free flow access to the outdoors provided opportunities for children to access a wide range of experiences and resources. They enjoyed early science experiences, for example, planting and growing, open ended play with loose parts and exploring concepts including sinking and floating when on woodland walks.

Continuous improvement in the service resulted in improved outcomes for children. Staff were taking a lead role in evaluating and improving aspects of the service. For example, children's transitions including home to nursery, on-going transitions in nursery and nursery to primary school were improved as a result. The involvement of families in the service continued to be improved with the intention to introduce a baby group and include siblings in play and stay sessions.

We found that general practice in the areas of managing administering and recording accidents and incidents were managed well. Staff were aware of their responsibilities to safe guard children in their care and had regular training to refresh their skills and knowledge in the protection of children.

The environment was relaxed, welcoming and peaceful supporting children's experiences to a very good level.

Very good leadership and a collegiate approach to self-evaluation has resulted in an environment that supports children's learning and provides quality experiences. Staff were clear that training has supported reflective practice and improved outcomes for children. For example, an outdoor learning workshop, visits to other settings and access to good practice guidance has supported development of the environment to support play experiences.

Increased access to open ended play, natural resources and sensory activities has resulted in children becoming more curious, creative and imaginative. Children were dressing up using different textured materials, played more imaginatively in the sand that was on the floor rather than in a sand tray and the blocks were being transformed into slides, towers, balance beams and roads.

Children were encouraged to take positive risks that enhanced their learning and develop life skills. They were working out how to move the blocks safely by, for example, asking a friend to help. They were walking along fallen logs in the woods and climbing the tree in the garden.

What the service could do better

The service identified the priority areas for improvement. They included:

- To continue to develop parent/carer involvement in the service and to develop records to evidence involvement.
- To continue to evaluate and improve children's transitions.
- To continue evaluating and improving the environment supporting positive outcomes for children. We discussed how the sensory room could be maximised using a risk benefit approach.
- To continue developing the quality of the information shared about children's progress through the use of the online journals.
- To continue to support staff to develop skills in for example, restorative practice and effective questioning.

Risk assessment was used to support children to be safe. We discussed developing the records to show the risk benefit approach being used in practice.

Floor books were used to show children's involvement in planning their experiences. We discussed how to develop the floor book further including for example, children's evaluations of their experiences.

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.

Inspection and grading history

Date	Type	Gradings
28 Apr 2015	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
28 Apr 2014	Announced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 3 - Adequate
17 Feb 2014	Announced	Care and support Not assessed Environment 4 - Good Staffing Not assessed Management and leadership 4 - Good
29 Apr 2013	Unannounced	Care and support 5 - Very good Environment 2 - Weak Staffing 4 - Good Management and leadership 4 - Good
31 May 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed
3 Mar 2009	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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