

# Polbeth Nursery School Day Care of Children

Polbeth Nursery  
Polbeth Road  
West Calder  
EH55 8SR

Telephone: 01506 872 511

**Type of inspection:**

Unannounced

**Completed on:**

31 October 2018

**Service provided by:**

West Lothian Council

**Service provider number:**

SP2003002601

**Service no:**

CS2003017499

## 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](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.

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.

Polbeth Nursery School is registered to provide a service for up to 60 children from the age of two years to entry into primary school of whom no more than ten will be aged 2-3 years. The service is run from a separate building close to the primary school in Polbeth. The nursery occupies a large open plan playroom with a separate room for the two year olds.

They have the direct access to a large, well equipped garden and they make use of the school facilities to encourage an easy transition into the primary school.

The aims of the nursery include:

"we endeavour to promote an inclusive learning community where children are challenged and supported to achieve their full potential and become all they possibly can be."

## What people told us

We spoke with several children at the inspection and four parents/carers. We also received nine completed parents questionnaire before the inspection.

Children were warmly welcomed into the service by staff. We saw that children then settled well and chose what activities they wanted to do. They had developed nice friendships and played well together, developing their games in and outdoors. Children used the resources well and experimented with natural materials, participated in imaginative play and were creative at the art and craft area. Through their play children told us;

'I'm making a bat'.

'I've got my dollies. That's pink and red'.

'It's Hallowe'en today'.

'That's a pumpkin. It's heavy'.

Parents were very happy with the service provided. They commented positively about staff skills and abilities that enabled them to care for their child. Parents were satisfied that the range of activities available for children helped their learning and development. They told us that staff shared information about their child's progress with them.

Parents felt involved in the service and were kept well-informed about what was happening.

Comments included;

'I commend the nursery for its approach in settling my child when first starting'.

'She (child) gets great enjoyment out of the many activities on offer and has made some friends'.

'Since day one of my son starting, he has loved going. He takes part in most activities and had made a lot of good friends. I am fully informed of all information and love reading the regular updates on his learning journal'.

'My daughter was shy and unsure when she first started nursery. The staff went above and beyond in making her feel comfortable and secure. I got daily updates on how she has been that day and the staff are genuinely interested in making sure she feels secure at nursery'.

'The nursery outdoor environment is fantastic and regularly re-designed to meet current events, themes, seasons and topical events. It is a great place for my children to explore, develop their skills and knowledge'.

## Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

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

## What the service does well

A key strength of the service was the warm, welcoming, caring and nurturing ethos that staff and management had created. This inclusive environment had enabled effective partnership working with parents, children and other agencies to be established. As a result, parents told us that staff knew children very well and supported them in their learning and development. They felt involved in their child's care as staff shared relevant information with them about their progress.

Staff had sound knowledge of child development, GIRFEC and the wellbeing indicators, which resulted in a child centred approach. They spoke knowledgeably about children's individual needs and how they supported them. On-line journals were used to record meaningful observations about children's learning and progress which were shared with parents. To help children understand the well-being indicators, staff used characters effectively to represent them. This had made them meaningful for children who confidently shared what they meant to them and could talk about, for example, their achievements.

Children had access to a very good range of quality resources that promoted positive experiences which enhanced their learning and development. The well-embedded practice of free flow play between indoors and outdoors meant children confidently used all areas of the nursery. The availability of natural resources and loose parts enabled children to take positive risk, problem solve and use their imagination. The pace of the day ensured that children's play was uninterrupted so they had time and space to develop and extend their activities as they wanted to.

Recent changes to the staff team had been managed well. Newer staff told us how they felt welcomed into the service. Appropriate opportunities were in place to assist existing staff develop their skills and knowledge which would enable them to undertake new responsibilities. We therefore found the staff team were motivated, enthusiastic and committed to meeting the needs of the children they cared for as they felt supported in their role. Regular team meetings and verbal communication ensured everyone was kept up to date about children and nursery events.

Staff undertook a range of training to develop their skills, knowledge and keep updated with current practice. This enabled them to take on distributive leadership roles which improved outcomes for children and families. Throughout the inspection we saw that the range of staff skills were used positively to support children.

## What the service could do better

We talked to staff about how they could further develop children's personal plans to include information about how they supported children. Through discussion and observation of practice we were satisfied that staff used appropriate strategies to support children, but not all the information was recorded in children's plans. The details of how children's needs will be met should be included as this helps to monitor and assess the effectiveness of support in place. At the six monthly review they should ensure outcomes for children are recorded as this helps plan 'next steps' for children.

The manager will continue to support staff develop in their new roles. We discussed having a formal induction tailored to the persons role which would include practice issues. This enables staff progress to be monitored and identify any professional development areas that can be linked to the employee review and development system in place.

An improvement plan was in place for the nursery. It would be helpful if the staff responsible for particular areas were named as this helps to monitor the progress being made. Staff also spoke about re-introducing systems such as peer assessment which help support each other.

We observed that at drop off and pick up times the entrance area could become busy and difficult for parents to speak with staff. We asked staff to review this and identify ways it could be improved.

## 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
16 Dec 2016	Unannounced	Care and support 6 - Excellent Environment Not assessed Staffing Not assessed Management and leadership 6 - Excellent
12 Jun 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
15 Dec 2010	Unannounced	Care and support 6 - Excellent Environment Not assessed Staffing Not assessed Management and leadership Not assessed
18 Mar 2009	Unannounced	Care and support 5 - Very good Environment 6 - Excellent Staffing 5 - Very good Management and leadership 5 - Very good

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