

Care service inspection report

Quality themed inspection (day care for children)

St. Patrick's Primary School Nursery Day Care of Children

Carronbank Crescent
Denny

Service provided by: Falkirk Council

Service provider number: SP2004006884

Care service number: CS2008177288

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

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

Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

 [@careinspect](https://twitter.com/careinspect)

1 About the service we inspected

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

The Care Inspectorate will award grades for services based on findings of inspections. Grades for this service may change after this inspection if we have to take enforcement action to make the service improve, or if we uphold or partially uphold a complaint that we investigate.

St. Patrick's Primary School Nursery, is part of Falkirk Council's provision for early learning and childcare. Centrally located in the town of Denny, the service is accessible by public transport and close to local shops and amenities. The service provides morning and afternoon places for up to 35 children aged from 3-5 years. The nursery is situated in a mobile classroom within the school grounds. There is a central playroom with integral kitchen and children's toilets. A small cloakroom is available with adult/disabled toilet facilities. There is an enclosed garden for children to play outdoors.

The service aims reflect the principles of the curriculum for excellence, which support and enable children to become confident individuals, successful learners, responsible citizens and effective contributors.

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 we did during the inspection

We carried out a 'themed' inspection. This targeted approach means that we looked at identified aspects focusing on children's experiences under each Quality Theme.

We wrote this report following an unannounced inspection that took place at the service on Wednesday 27 April 2016 between 9am and 3pm and Thursday 28 April 2016 between 9am and 2.30pm. We gave feedback to the head teacher and principal teacher at the end of the inspection.

During this inspection we gathered evidence from various sources including:

- children's personal plans and records
- records of consultation with children and families using the service
- risk assessments
- staff training
- improvement plans
- health and safety monitoring
- minutes of meetings
- planning and evaluation records
- observation of staff interaction with children, parents and one another
- discussion with the manager, staff, parents and children.

Taking the views of people using the care service into account

Children had opportunities to choose and participate in all the activities on offer under the watchful eyes of staff, who were quick to offer support, advice and suggestions to help children develop their play situations and extend their learning.

During the inspection, we observed children enjoying a wide range of activities

indoors and out. We spoke with up to 12 children who told us about their nursery experiences. They told us:-

"We are having a healthy snack. I'm having the fruit 'cause it's good for you". Children at the snack table went on to discuss what foods were good for you and those that were not.

We heard children have very good discussions with each other and many displayed confidence, independence and responsibility in the setting. For example, we observed a small group working together at the art and craft area. They discussed their plans with each other and shared ideas about how they might overcome little problems attached to their projects:-

"I need to make a dress for myself. I need to let it all dry first, so that things don't fall off and then I need sticky tape to put it on. You can help me to hold it in the right place and measure the string".

Another said:-

"This is how I got my flag to stand up on the box", and went on to explain what materials she needed to use and why.

This told us that children had good opportunities to take forward their individual interests, to be creative and problem-solve, to persevere and experience successful outcomes.

Staff closely observed and supported other children who were less confident in nursery such as, those who were just settling-in and still adjusting to being cared for away from home. They helped children who were still learning to share and take turns and provided reassurance to those who became upset.

Taking carers' views into account

We received 11 completed questionnaires from parents and carers and spoke with four parents who attended a small focus group at the inspection. All parents were very positive about the service they received and the overall benefits for their children

For example almost all parents strongly agreed that:-

- staff have the skills and experience to care for their children and support their learning and development
- their child regularly gets fresh air and energetic physical play
- they are kept informed about what is happening in the service and offer their views and suggestions for improvement, for example, through discussion, involvement opportunities and Twitter.

Additional comments included the following:-

"Before coming to nursery my child was already recognising numbers and letters and writing her name, so I was a bit worried that the progress she had been making might be adversely affected. I needn't have worried as staff have helped her to develop her interests and skills and she is continuing to make great progress."

Another parent spoke about her initial worries concerning how well her son might settle in nursery and whether he would make friends. She told us, "Staff were very supportive. Everything was discussed and planned and went very smoothly. He is making significant progress."

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 service submitted a fully completed self assessment document to us before we carried out our inspection. The service told us what they thought they did well and identified some areas for improvement.

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	5 - Very Good
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

Skilled and experienced early years' staff worked responsibly and effectively as a team to keep children safe and protected in nursery. Their awareness of 'Getting it right for every child' (GIRFEC) procedures and children's wellbeing indicators meant that staff had a wide perspective of matters, which might impact on children's safety and wellbeing. Close but professional relationships with the children and families using the service, helped staff to note any concerns at an early stage and to work alongside families, to agree best supports for their child and to seek professional help where necessary.

Staff evaluated their practice in the setting against good practice guidance for early years and their monitoring of health and safety helped to keep children safe and protected in nursery. They helped children to learn about their own personal safety and to be responsible for the safety and wellbeing of others. Risk assessment processes within the setting helped to eliminate unnecessary hazards. However, staff realised the benefits to children of learning to manage risk in their play.

We viewed specific risk assessments in relation to the safe care of a child with significant additional support needs. Additional training such as 'moving and handling' and 'use of epi-pen' was put in place to allow staff to safely provide for his

needs. All of this was undertaken in preparation for the child's forthcoming admission to the service.

We had some discussion with senior management about children's personal plans and chronologies, which were still being further developed in the service. We talked specifically about parents' input to 6-monthly reviews.

The service was working at various levels to support children's transitions within the service. We found that improving children's transitions had formed part of the service improvement plan. We could clearly see how children were benefitting from this work as part of settling-in procedures and moving-on to P1. Shared transition with nearby nurseries was developing well. We saw examples of the service arranging activities for children to come together in activities. Staff in participating services were using a specific storybook to give children common interests and experiences they could build on in P1.

Grade

The quality of care and support is graded 5 - Very Good

Requirements

Number of requirements - 0

Recommendations

Number of recommendations - 0

4 Quality of environment

Findings from the inspection

Children were cared for in a child friendly, stimulating environment. Children had choice and opportunities to play indoors or outdoors for most of the time and staff respected and supported their decisions. Despite a somewhat, limiting allocated, nursery garden, we saw that children had regular opportunities to access the school playground for using wheeled toys, the school playing fields and nearby woods for more extensive outdoor activities and experiences. Parents often accompanied children on outings further afield to enable these activities using increased staff child ratios.

We saw children spend significant time outdoors practising physical skills on their bikes and balance equipment. They enjoyed experimenting in the mud kitchen, filling and pouring and measuring water from the water butt, looking for birds and minibeasts and counting and arranging the natural resources available to them.

Staff knew individual children very well and supported their play and learning responsively. They made good decisions about letting play evolve naturally, but also judged when to intervene to extend play or support learning. Staff helped children to put their ideas into place in nursery. A very good example of this was the tshirt and dress design that had come from a specific group of girls. A 'Promoting children's curiosity and creativity' training course had enthused staff to discuss how they would take this forward in their setting.

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

Parents confirmed to us that they and their children had established close and trusting relationships with the staff and that the staff knew their children as individuals. Staff were described as, "friendly approachable and helpful" and "always give us feedback when collecting children."

We saw several examples of how staff recognised and catered for individual children's interests and celebrated their achievements. For example, using a short video clip to share with a parent of her child confidently and ably re-telling one of her favourite stories.

Some parents had taken advantage of 'stay and play' sessions and others had participated in 'nursery walks'. We noted that the nursery had just narrowly missed out on a winning place for a national award for involvement and participation, reaching the final stages on three consecutive occasions.

Our discussions with staff reflected a strong team approach. Staff shared and discussed their learning and evaluated how they might improve children's experiences in the nursery. They had worked hard to free up time in the sessions to support children's learning as it occurred. We heard their enthusiasm and commitment about further developing outdoor learning and taking forward ways to promote and prompt children's curiosity in the nursery setting. Staff were clearly enthusiastic about their roles in further developing and promoting the quality of children's experiences and learning.

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

Management, staff and parent representatives had a clear vision for the service, which was shared with others through the school and nursery improvement plan. We saw effective and professional management of a range of systems used to take forward planned improvements. Regular monitoring and evaluation of the improvement plan showed progress and achievements and the impact on the quality of children's early learning and childcare experiences.

The service used internal and external evaluation and monitoring procedures as a means of quality assurance. For example, How Good is Our School and Child @ the Centre 2 audits. They consulted widely at all levels with children, families and others with an interest in the service, such as linked childcare professionals and local

community groups, to seek their views and opinions about the work of the school and nursery. There were examples of joint working to help achieve objectives. For example, the introduction of a breakfast club for children, which took place in one of the community halls.

Staff felt well supported by management. They were confident in their work with children and willing to contribute their ideas for improvement and to take on individual responsibilities, as part of ongoing improvement of the service, as well as for personal development.

The combined efforts of staff and management clearly led to the very positive ethos of the service, which was evident in our observations and in the feedback we gathered from children and families using 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

1. The service must ensure that staff use the designated facilities for changing children. The service must also ensure that nursery resources, inappropriately stored in these facilities are removed. This is ensure that the service makes proper provision for the health and welfare of service users; that they have appropriate procedures for the control of infection and that the privacy and dignity of service users is respected.

This is to comply with:-

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210, Regulation 4 (1) Welfare of Users

Timescale: Within 24 hours from receipt of this report.

This requirement was made on 09 May 2013

The service has met all aspects of this requirement by using the designated changing facilities for children, leading to improved privacy and dignity for children. Inappropriately stored resources were removed from the changing facilities, thereby improving infection control measures and reducing risk to children.

Met - Within Timescales

2. The provider must notify the Care Inspectorate of change of premises, which are used in the provision of the care service.

This is to comply with:-

SSI 114 Regulation 23 Notice of Changes

Timescale: Ongoing.

This requirement was made on 09 May 2013

Discussion with the service about the Care Inspectorate notification procedures indicated management's understanding of when notifications about specific occurrences were required.

Met - Outwith Timescales

3. The service must display a copy of their current certificate of registration in the service.

This is to comply with:-

The Public Services Reform (Scotland) Act 2010, Chapter 3, 60 (5)

Timescale: Within 24 hours from receipt of this report

This requirement was made on 09 May 2013

The certificate of registration is displayed conspicuously in the service.

Met - Within Timescales

4. The provider must ensure that accurate information is provided regarding complaints procedures. This must include accurate information, the name and address of SCSWIS, (Social Care and Social Work Improvement Scotland); and procedure (if any) that has been notified by SCSWIS to the provider for the making of complaints to SCSWIS relating to the care service.

This is to comply with:-

SSI 2011, No 110, 18 (6) (a) and (b)

Timescale: Within one week from receipt of this report.

This requirement was made on 09 May 2013

Complaints information was amended by the service.

Met - Within Timescales

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

12 Inspection and grading history

Date	Type	Gradings	
9 May 2013	Unannounced	Care and support	5 - Very Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and Leadership	4 - Good
29 Apr 2010	Unannounced	Care and support	5 - Very Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and Leadership	4 - Good

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Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

 @careinspect

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