

Shieldhill Primary School Nursery Day Care of Children

Main Street
Shieldhill
Falkirk
FK1 2HA

Telephone: 01324 508 540

Type of inspection:
Unannounced

Completed on:
1 February 2023

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003015568

About the service

Shieldhill Primary School Nursery is situated in a small residential area of Falkirk. The service operates within the grounds of Shieldhill Primary School. Children have access to a designated entry area, large playroom, a fully enclosed outside area and children's toilets. A small kitchen area is used for the storage and preparation of snacks.

The service is provided by Falkirk Council and is registered to provide a day care of children service to a maximum of 64 children aged 3 years to those not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on 1 February 2023 between 9:30 and 17:30.

Feedback was given at the end of the inspection visit. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with a number of children using the service
- spoke with and gathered feedback from parents and carers
- spoke with management and staff
- observed practice and children's experiences
- reviewed documents

Key messages

- Children experienced respectful and nurturing care from a compassionate staff team.
- Children's rights were actively promoted.
- Staff ensured an inclusive environment where all children mattered.
- Self evaluation and quality assurance was working well.
- Recording and monitoring of medication procedures should be reviewed and updated.
- Children could be given more opportunities to experience risky play.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 1.1 Nurturing care and support.

Children experienced loving, nurturing and responsive care. Respectful interactions and positive attachments with staff supported children to feel safe and well cared for. Strong engagement with children demonstrated to them they were listened to. This promoted an inclusive care setting where all children mattered.

Children were supported well to communicate and express their needs and emotions. Staff listened to them and skilfully responded to their nonverbal cues for seeking comfort and reassurance. Individual strategies of support promoted children's continued happiness and enjoyment in the service. This further encouraged a feeling of security and belonging. To further promote children's emotional wellbeing, consideration could be given to extending resources to help them express and understand their feelings.

Children were empowered through a strong focus on promoting their rights. Families were invited to learn about the 'rights based approach'. This promoted continuity of care between the home and service and supported children's overall wellbeing. Personal care was sensitively supported and respectfully promoted children's independence, privacy and dignity.

Continuity of care was further promoted as staff regularly shared information with parents about their child's individual experiences and progress. This included detailed discussions at handover times, regular reviews of care plans and effective use of electronic information sharing.

Effective working with families and other professionals contributed to the development of specific strategies and individualised plans to support children when additional help was needed. This promoted children's continued development, achievements and enjoyment in the service. A consistent approach to implementing support strategies contributed to children remaining calm and feeling included.

Children proactively contributed to their individual care plans. Two children excitedly showed us their "Wee Books", they enjoyed looking at photographs of themselves and friends playing and engaging in activities. This was an effective way to encourage children revisit their learning. These books also enabled children to further share experiences with their parents.

Children enjoyed relaxed, unhurried and sociable mealtimes. Their high level of involvement in mealtimes promoted independence as they set the table, prepared foods and self served their own meals. Contributing to nutritionally balanced menus encouraged children's learning of healthy eating.

Good systems were in place for the safe administration of medication. The service should now review and update medication procedures to ensure all relevant information is gathered and recorded. Also, the service should review and update the procedure for monitoring and auditing medication held within the premises. This is to ensure checking procedures are in line with the current guidance document 'Management of medication in daycare of children and childminding services'.

Quality indicator 1.3 Play and learning

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Children had fun as they independently explored a variety of stimulating experiences. Activities were easily accessible, promoting choice, curiosity and deeper engagement in play. This empowered children to lead their own learning and pace of day.

Children enjoyed exploring loose parts and natural materials. We suggested consideration should be given to enhancing these resources to further promote creativity. Children continued to achieve as staff recognised their right to play. Understanding child development and differing learning approaches enabled staff to successfully plan daily experiences which met children's interests and promoted individual progress and learning.

Continual praise and skilful interactions encouraged children to explore their surroundings. Effective questioning promoted their thinking and understanding. This led to extended play and enhanced learning.

Staff remained knowledgeable of children's current development and identified next steps. High quality observations and regular assessments of children's individual learning supported planning approaches to promote continued achievement. Responsive planning captured children's voice and increased opportunities for them to lead their own play.

A clear focus on supporting children's rights meant children were widely consulted on matters affecting them, such as meal choices, lay out of play areas and inclusion in daily planning. This supported children to feel valued and have ownerships of their time in the service.

Free flow access to all areas encouraged choice and continued enjoyment. Outside, children excitedly jumped in puddles and kicked balls to make a splash. This promoted their physical wellbeing.

Children had some opportunities to enjoy risky, for example using real tools. Consideration should be given to enhancing risky play experiences to support children's learning and understanding of keeping themselves and others safe.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 2.2 Children experience high quality facilities

Children enjoyed a safe, secure, homely and clean environment. All areas were bright, well ventilated and maintained to a good standard. Furnishings were comfortable and in a good state of repair. This created a welcoming environment for children and families.

The calm environment supported children to remain settled and relaxed. The displaying of children's artwork and photographs of their families promoted their sense of belonging, pride and inclusion in the care setting.

Cosy spaces where children could rest, relax and be alone enabled them to set the pace of their play and further supported their emotional wellbeing.

The layout of play areas enabled children to freely move around and access activities with ease. This promoted independence and empowered children to lead their own play. Their experiences were broadened as they moved materials and resources between play spaces.

Children's personal information was stored securely to ensure families privacy and dignity. Information was accessible to relevant staff whilst remaining confidential. Children remained safe with access to the premises being monitored through a secure entry system.

Effective action was taken to maintain a clean environment and reduce the spread of infection. This ensured children's continued health and wellbeing. Children were supported well to follow positive hand and respiratory hygiene. This encouraged their learning of self care and keeping healthy. To further promote infection prevention and a pleasant environment, we advised all bins used for foods and bodily fluids should have appropriate lids.

Children's safety was promoted as relevant risk assessments and maintenance procedures were implemented. Staff's knowledge and practice demonstrated a sound understanding of their responsibilities of keeping children safe.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 3.1 Quality assurance and improvement are led well

Staff and management's shared vision of what was important in the service meant children and families were consistently involved in directing the future of the service. This included contributing to evaluations and improvements. Parents made positive comments about the level of communication and information provided by the service. They felt fully informed about their child's development and what was happening in the service.

Positive communication, good relationships and regular meetings between staff and management meant staff were kept informed about what was happening in the service. This helped to ensure staff remained knowledgeable about their roles and responsibilities. 'Daily huddles' enabled all staff to contribute the life of the service and gave the team protected time to discuss children's specific interests, needs and development. This effectively contributed to responsive planning.

Management and staff were reflective of their work and the experiences of children. The team worked well together to gain a good understanding of the 'Quality framework for daycare of children, childminding and school-aged childcare.' This supported the development of the improvement plan and ensure continued positive experiences and outcomes for children.

The current improvement plan and quality assurance methods were progressing well and had a positive impact on securing very good outcomes for children and families. Shared responsibilities between management and staff supported clear direction and opportunities for staff to take on leadership roles. This encouraged staff's confidence in their roles and skills to support children to reach their full potential.

How good is our staff team?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 4.3 Staff deployment

The compassionate staff team worked well together to create a calm and relaxed environment where children were encouraged to lead their own play and learning. Respectfully listening to children and ensuring an inclusive care setting demonstrated children mattered and were at the heart of the service.

Children and families benefitted from staff's wide range of knowledge and experience. A well planned induction process and effective sharing of professional learning supported new staff's confidence as they settled into their role. This also promoted their continuity of care as all staff developed a good awareness of the values, aims and vision of the service.

Positive communication among staff promoted safe and effective supervision of children. Staff remained available, enabling children to freely choose where they wanted to play. This also contributed to consistency of care, promoting fairness and children's sense of security and being well cared for.

Daily tasks and staff breaks were managed well to ensure children's needs were continually met. Appropriate levels of staff throughout the day promoted children's emotional wellbeing and positive play and learning experiences.

Children's risk of harm was reduced through staff's knowledge and action taken regarding child protection. Staff were confident about safeguarding procedures and wider issues which may affect families and quickly communicated concerns. This contributed to children remaining safe.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can 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.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.