

Head of Muir Primary School Nursery Day Care of Children

Haypark Road
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Type of inspection:
Unannounced

Completed on:
26 January 2023

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003015572

About the service

Head of Muir Primary School Nursery is registered to provide a care service to a maximum of 64 children aged three years to those not yet attending primary school full time at any one time.

The service is located in Denny and is set within Head of Muir Primary School.

The environment consisted of a large open plan playroom with servery kitchen, children's toilets, and a cloak room. Children had direct access to enclosed garden area and were able to access a wooded area in the school grounds when supervised by staff.

About the inspection

This was an unannounced inspection which took place on Thursday 26 January 2023 between 08:45 and 16:45. We provided feedback to the service at the end of the inspection. 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, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with several children using the service and six families
- spoke with staff
- observed practice and daily life including staff interactions with children
- reviewed documents.

Key messages

- Staff recognised the importance of secure attachments and high quality interactions.
- Families were building relationships with staff and developing confidence as they spent time in the nursery environment.
- Staff were flexible and deployed themselves across all areas of the playroom so they were responsive to the needs of the children.
- Strong leadership in the service had supported staff to develop confidence and knowledge in their roles.

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 evaluated this key question as very good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children felt secure and confident in their nursery because they were nurtured by a staff team that recognised the importance of secure attachments and high-quality interactions. Transitions from home to nursery were supported through staff visiting families in their home and a settling in process that was responsive to the individual needs of children. A parent commented positively about the home visit and how well their child was supported to settle into the service. They felt trusting relationships had been developed with staff quickly and they felt welcomed in the service.

Children's overall wellbeing was supported by the effective use of personal plans. Staff knew children well and had a good understanding of how to support them individually. This was evident in the relationships and interactions we observed during our visit. The information contained in the personal plans included information about children's interests, progress and development. It guided staff in their practice and planning to ensure children were supported to achieve their potential.

Staff were responsive to children's preferences and needs at mealtimes. Children could choose to eat indoors or outdoors each day. They were developing life skills and independence when involved in food preparation, pouring drinks and self-serving their food. The mealtime experience was safe, unhurried, and a sociable experience. Children confidently followed the mealtime routines and enjoyed chatting with staff as they sat at the table. An outdoor hand washing facility would support the outdoor mealtime experience.

Staff demonstrated a calm restorative approach when supporting the emotional wellbeing of children. They worked closely with families to agree consistent strategies that supported children to settle into their day and to manage their emotions. Children were building resilience as a result.

Quality indicator 1.3: Play and learning

Staff had a very good understanding of how children learn through their play. Children were leading their own play and learning through a balance of planned and spontaneous experiences. They were interested in experimenting with ice and were extending their language as they talked about the ice melting and changing to water in the tray. Staff were reflecting on how to support children's learning further through for instance, introducing technology and books in the different areas. This will continue to engage children stimulating their natural curiosity, learning, and creativity.

Children's play and learning was enhanced through being able to play outdoors across the day. We saw children jumping, climbing, and using loose parts imaginatively. A group of children used a tarpaulin sheet to slide down the muddy hill over and over again. Children relaxed inside the various shelters reading books or chatting with their friends. A child told us they could see a bird in the tree using the binoculars. Children were supported to feel a sense of connection with nature and the world around them.

Staff planned responsively taking account of children's interests and their stages of development. Children felt valued because they were being listened to and were having fun taking part in experiences that were planned around their interests.

Families were welcomed into the service each day spending time chatting with staff. They were building relationships with staff and developing confidence as they spent time in the nursery environment. Wall displays representing the diverse cultures of families in the service meant they felt included and respected. Children's achievements were celebrated, and their experiences were shared. Children showed us their learning journals, recalling their learning and telling us about their nursery friends.

How good is our setting?

5 - Very Good

We evaluated this key question as very good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

Children benefited from a calm, welcoming environment most of the time. There were times that the noise level indoors increased as children became excitable. Staff continued to explore ways to minimise the noise levels to support children to feel relaxed and safe in their environment.

Staff recognised that creating homely play spaces supported children's wellbeing and helped them to feel safe and secure. The layout of the open planned space allowed children to play with friends in small or large groups. Their play and learning opportunities promoted fun, learning, and independence.

Children's health and wellbeing benefited from having access to the enclosed garden space and to a wooded area in the grounds of the school. Free flow access to the outdoors across the day meant children had opportunities to run, climb, dig, build, and play imaginatively. The 'snack shed' meant that children could choose to eat outdoors. Their outdoor play experiences were not interrupted and they were receiving the food and drink that gave them the energy needed to maximise their outdoor learning experience.

Children were supported to be healthy and safe through effective infection prevention and control routines. The environment was well ventilated, hand washing was embedded in practice, and regular cleaning took place. Staff awareness of their role and responsibilities in ensuring children were safe in the service had been supported through discussion regarding the Care Inspectorate SIMOA initiative. They talked with children about safety and about how safe they felt when taking part in risky play experiences. Children were being supported to be responsible and to stay safe as a result.

How good is our leadership?

5 - Very Good

We evaluated this key question as very good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

A shared vision across the nursery and the school created a happy and welcoming ethos. This promoted a positive atmosphere for children to play and learn. Families told us about the trusting relationships they had with staff and how welcome they felt in the service.

Strong leadership in the service had supported staff to develop confidence and knowledge in their roles. Staff were passionate, motivated, and worked well together. This created a positive culture across the team.

Self-evaluation was having a positive impact on the service delivery. Care and support for children and families was tailored towards their needs and choices. The improvement plan had identified the improvement priorities and regular quality improvement sessions had enabled professional dialogue. The staff team were identifying how they were doing, how they knew and what they were going to do now. Reflecting on practice was supporting continuous improvement to outcomes for children and families.

Children and families views were actively sought to inform the development of the service. Family engagement had been one of the priority areas for improvement. Families were welcomed back into the service following the pandemic, and family groups, including breakfast meetings and book bug sessions, had been reintroduced. This meant there were opportunities to engage families in dialogue about the quality of the service. Seeking the views of families contributed to them feeling valued and included.

How good is our staff team?

5 - Very Good

Children and families benefited from the consistency of a caring and nurturing staff team. Staff knew children well and had developed relationships with families, delivering a consistent approach in responding to their individual needs. A shared approach ensured that children and families were supported to achieve their potential. Parents described the service as having a sense of community describing staff as warm and approachable.

The management team recognised and valued the importance of ensuring the service was always appropriately staffed. The ethos across the team was to value children and families by ensuring their needs were met. Staff were flexible and breaks were planned to minimise the impact on children whilst making sure staff had time to rest. The management team supported staff well, as they felt staff wellbeing was a priority. Staff told us that they had a strong relationship with the management team and felt valued and listened to.

Staff were confident in their roles and communicated well as a team. They were empowered to deploy themselves across all areas of the playroom, so they were responsive to the needs of the children. They were ensuring that the necessary levels of supervision for children were in place, and that the pace and flow of the day did not interrupt children's play and learning opportunities.

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

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