

**REPORT TO:** SCRUTINY COMMITTEE – 26 JUNE 2024

**REPORT ON:** SUMMARY OF EXTERNAL CARE INSPECTORATE INSPECTION REPORTS FOR LOCAL AUTHORITY NURSERIES MAY 2023 TO FEBRUARY 2024

**REPORT BY:** EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

**REPORT NO:** 193-2024

**1 PURPOSE OF REPORT**

- 1.1 To purpose of this report is to provide a summary of Care Inspectorate (CI) inspection reports for Dundee City Council nurseries from May 2023 and February 2024.

**2 RECOMMENDATION**

- 2.1 It is recommended that the Committee:
- a Note the summary of the external inspection reports.
  - b Remit the Chief Education Officer to ensure that the area for improvement is acted upon, both in relation to the service inspected and as guidance on good practice for other services.

**3 FINANCIAL IMPLICATIONS**

- 3.1 None

**4 BACKGROUND**

- 4.1 Ten settings were inspected by the Care Inspectorate between May 2023 and February 2024: Coldside Nursery, Baluniefield Nursery, Downfield Early Years Centre, St Andrew's Nursery, Barnhill Nursery, Camperdown Nursery, Quarry View Nursery, Forthill Nursery, Jessie Porter Nursery, and Wallacetown Nursery. Summary reports of these inspections are included in Appendix 1.
- 4.2 Table 1 provides a summary of the evaluations from these inspections in relation to the quality indicators:
- How good is our care, play and learning?
  - How good is our setting?
  - How good is our leadership?
  - How good is our staff team?
- 4.3 Overall, there were 0 requirements and 1 area for improvement.
- 4.4 Copies of the inspection reports are attached.

*Table 1 Summary of 10 Inspections in relation to Quality Indicators*

Quality Indicator	Based on May 2023 to February 2024 (10 settings)
All Indicators	100% of Dundee City Council nurseries were graded Good or higher across all indicators inspected both in their 2023/24 inspections and previous inspections 2022/23
How good is our care, play and learning?	90% of Dundee City Council nurseries inspected in 2023/24 were graded Very Good and all those with a previous rating (8 settings), maintained or improved their rating.
How good is our setting?	100% of Dundee City Council nurseries inspected in 2023/24 were graded Very Good and all those with a previous rating (8 settings), maintained or improved their rating.
How good is our leadership?	90% of Dundee City Council nurseries inspected in 2023/24 were graded Very Good and 86% (6 out of 7 settings with a previous rating), maintained their rating.
How good is our staff team?	90% of Dundee City Council nurseries inspected in 2023/24 were graded Very Good and 86% (6 out of 7 with a previous rating) maintained or improved their rating.

## 5 POLICY IMPLICATIONS

- 5.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services or funding and so has not been subject to an Integrated Impact Assessment. An appropriate senior manager has reviewed and agreed with this assessment.

## 6 CONSULTATION

- 6.1 The Council Leadership Team have been consulted in the preparation of this report and are in agreement with its content.

## 7 BACKGROUND PAPERS

- 7.1 None.

Audrey May  
Executive Director  
Children and Families Service

Paul Fleming  
Head of Education, Learning and Inclusion  
Children and Families Service

June 2024

**APPENDIX 1****SUMMARY REPORTS FOR 10 NURSERIES**

<b>Coldside Nursery</b>	<b>Inspection by Care Inspectorate</b>	<b>Latest Grade Awarded</b>		<b>Grading History</b>	<b>Grading History</b>
	<b>Theme</b>	<b>May 2023</b>	<b>Theme</b>		
	How good is our care, play and learning?	5 very good	Quality of care and support	n/a	n/a
	How good is our setting?	5 very good	Quality of environment	n/a	n/a
	How good is our leadership?	5 very good	Quality of management and leadership	n/a	n/a
	How good is our staff team?	5 very good	Quality of staffing	n/a	n/a

**Summary**

- Children were cared for by a relatively new, enthusiastic and motivated team in a nurturing and welcoming environment. The service opened in August 2021 and therefore this was the first external inspection.
- The staff team worked well together to develop relationships, communicated well with each other and were keen to take on training to develop their practice.
- Warm, caring and nurturing interactions took place between children and staff.
- Children led their own play through a well-balanced mix of spontaneous and planned activities.
- Children moved freely between the indoors and outdoors to explore both environments and develop their imaginations, curiosities and problem-solving skills. Children were engaged in their play for extended periods of time.
- A wide range of play experiences including loose parts, construction, creative play.
- opportunities and open-ended resources supported children to develop their curiosities, imaginations and creativity.
- Detailed personal plans were in place for each child which supported staff to fully meet their needs.
- The service had developed a thorough approach to quality assurance to support ongoing improvement.
- Parents were involved in the daily life of the service.
- A parent commented 'great range of learning experiences to support development'.

**Area(s) to develop**

Care Inspectorate noted:

- Children in the two-year-old room could be supported to develop their independence by clearing away their used dishes after lunch. This would further develop independence and life skills.

Baluniefield Nursery	Inspection by Care Inspectorate	Latest Grade Awarded		Grading History	Grading History
	Theme	May 2023	Theme		
	How good is our care, play and learning?	4 good	Quality of care and support	n/a	n/a
	How good is our setting?	5 very good	Quality of environment	n/a	n/a
	How good is our leadership?	5 very good	Quality of management and leadership	n/a	n/a
	How good is our staff team?	4 good	Quality of staffing	n/a	n/a

### Summary

- The service opened in August 2021 and therefore this was the first external inspection.
- Children were empowered to lead their own play and learning, developing their curiosity, imaginations and critical thinking skills, using a variety of open-ended resources.
- Children experienced a natural, spacious environment which was designed to maximise opportunities for curiosity, creativity and inquiry.
- The service was passionate about creating a child led learning experience for children.
- Staff discussed their observations of children's interests and held 'nursery business' meetings with children, to empower them to design their learning experiences.
- The staff knew the children well and had effective strategies to meet their needs. These included approaches for supporting behaviour and children's wellbeing.
- Personal plans were in place for all children, which gathered information to meet children's needs, wishes and choices. Plans reflected what children did well, identified their areas of need and strategies to support.
- Staff gave children space and time within their experiences to persevere and achieve.
- Robust self-evaluation and improvement plans were in place to support the continuous development of the service.
- The nursery leadership team were highly motivated to improve outcomes for children and had established positive staff development opportunities. They had high aspirations and led by example, which was evident within their robust improvement and quality assurance processes.
- A range of experiences were available for families to engage in learning together with their children. As a result, families were actively involved in their child's learning experiences.
- One parent commented, 'Hands down the best nursery setting I have ever seen'.

### Area(s) for improvement

- Children should consistently experience nurturing approaches to meet their care and wellbeing needs. To achieve this, staff should increase their understanding of interactions and strategies, to support the needs of children effectively and safely.

Downfield Early Years Centre	Inspection by Care Inspectorate	Latest Grade Awarded		Grading History	Grading History
	Theme	June 2023	Theme	Feb 20	Mar 18
	How good is our care, play and learning?	5 very good	Quality of care and support	5 very good	5 very good
	How good is our setting?	5 very good	Quality of environment	5 very Good	not assessed
	How good is our leadership?	5 very good	Quality of management and leadership	not assessed	not assessed
	How good is our staff team?	5 very good	Quality of staffing	not assessed	5 very good

### Summary

- Children were happy, confident and settled in the nursery.
- Children developed their imaginations, were curious and were supported by staff to develop their interests through their play and learning.
- Children were actively and meaningfully leading their own play and learning.
- Literacy and numeracy were encouraged and supported throughout the nursery environment and through staff engagement with the children.
- Children moved freely between indoors and outdoors and explored the environments independently and with confidence.
- The indoor and outdoor environments were developmentally appropriate to support and challenge the children. A wide range of play experiences including playdough, sand, water, loose parts, construction, creative play and open-ended resources supported children to develop their curiosities, imaginations and creativity.
- Staff knew children very well and supported them with caring and nurturing approaches, that were consistent throughout the staff team.
- Staff interacted warmly and respectfully with children, contributing to children feeling secure and valued. They actively listened to the children, getting down to their level and interacting in a calm and sensitive way, promoting children's self-esteem and confidence.
- Staff were flexible and supportive of each other. They worked well together to care for and support children as individuals.

### Area(s) to develop

Care Inspectorate noted:

- Management discussed the continued development of the lunchtime experience for all children and the further opportunities planned to encourage independence and confidence.

St Andrews Nursery	Inspection by Care Inspectorate	Latest Grade Awarded		Grading History	Grading History
	Theme	August 2023	Theme	June 2018	July 2015
	How good is our care, play and learning?	5 very good	Quality of care and support	5 very good	5 very good
	How good is our setting?	5 very good	Quality of environment	5 very good	4 good
	How good is our leadership?	4 good	Quality of management and leadership	not assessed	5 very good
	How good is our staff team?	5 very good	Quality of staffing	not assessed	5 very good

### Summary

- Children were happy, confident and settled.
- An inclusive learning environment, which respected children's communication styles, had been established.
- Children were leaders of their own play and learning and could transport resources to meet their interests.
- The development of children's language, literacy and numeracy learning was promoted across their play experiences.
- A good balance of natural and loose parts materials in the outdoor environment supported children to develop their imaginations, creativity and curiosities.
- The staff team were motivated and enthusiastic about their roles and responsibilities and spoke fondly about their team working.
- Staff had participated in a range of training and spoke enthusiastically about their learning and the impact on their practice.
- Children and their families were warmly welcomed into the service by staff.
- One parent commented, 'My child always comes out happy, expressing how they have enjoyed their day'.

### Area(s) to develop

Care Inspectorate noted:

- Robust monitoring of practice and the environment would develop staff skills and ensure high quality spaces for children to play and learn.

<b>Barnhill Nursery</b>	<b>Inspection by Care Inspectorate</b>	<b>Latest Grade Awarded</b>		<b>Grading History</b>	<b>Grading History</b>
	<b>Theme</b>	<b>November 2023</b>	<b>Theme</b>	<b>March 2018</b>	<b>November 2014</b>
	How good is our care, play and learning?	5 very good	Quality of care and support	5 very good	4 good
	How good is our setting?	5 very good	Quality of environment	not assessed	4 good
	How good is our leadership?	5 very good	Quality of management and leadership	5 very good	4 good
	How good is our staff team?	5 very good	Quality of staffing	not assessed	4 good

### Summary

- Children had fun and were empowered to lead their own play and learning. They were fully engaged in a range of stimulating activities that were a good mix of spontaneous and planned.
- Children's progress and achievements were well recorded and shared with parents.
- Children benefitted from a setting that was well furnished, comfortable and homely. Soft lighting, children's framed artworks and size appropriate furniture created a warm and nurturing space where children could feel safe and ready to play and learn.
- Spaces throughout the nursery had children's care, play and learning needs at the heart of the design.
- Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions that they were committed and enthusiastic professionals. As a result, children received high quality care, play and learning experiences.
- Quality assurance, including self-evaluation and improvement plans, were in place and led to continuous improvement.
- All parents and carers strongly agreed that they were happy with the care and support their child receives. One parent commented, "It's friendly, inclusive, nurturing, educational and fun all rolled into one."
- Families were found to have a high level of involvement within the setting. Staff promoted very good communication with range of virtual and in-person approaches.
- The manager and staff clearly valued the views and opinions of the children and families' using the service. The majority of parents and carers felt that they and their child were involved in a meaningful way to help develop the setting and that their ideas and suggestions were used to influence change.

### Area(s) to develop

N/A.

Camperdown Nursery	Inspection by Care Inspectorate	Latest Grade Awarded		Grading History	Grading History
	Theme	November 2023	Theme	Jan 20	Oct 16
	How good is our care, play and learning?	5 very good	Quality of care and support	4 good	5 very good
	How good is our setting?	5 very good	Quality of environment	5 very good	not assessed
	How good is our leadership?	5 very good	Quality of management and leadership	not assessed	5 very good
	How good is our staff team?	5 very good	Quality of staffing	not assessed	not assessed

### Summary

- Children's experienced interesting and motivating play and learning opportunities, which sparked their imaginations and curiosities.
- Children benefitted from secure relationships with their key workers, who knew them and their individual needs and preferences well.
- Key workers confidently discussed strategies in place to meet individual needs.
- Mealtimes provided opportunities for children to develop life skills in a sociable and nurturing environment.
- The indoor and outdoor environment embedded opportunities for children to explore natural and real-life materials.
- There was a shared understanding of the improvement priorities across the staff team, to support positive outcomes for children and families.
- Staff deployment was effective in supporting continuity of children's care and supervision.
- Staff had participated in a range of training and spoke enthusiastically about their learning and the impact on their practice.
- Families had opportunities to comment on their children's learning, which supported them to be involved and valued.

### Area(s) to develop

Care Inspectorate noted:

- The senior team should develop methods to audit personal plans and permissions, to ensure these are reviewed and updated with families, every six months, in line with legislation.
- The need to now capture the progress the service had made within their improvement plan, to highlight achievements and next steps.



Quarry View Nursery	Inspection by Care Inspectorate	Latest Grade Awarded		Grading History	Grading History
	Theme	December 2023	Theme	Mar-19	Feb-16
	How good is our care, play and learning?	5 very good	Quality of care and support	5 very Good	4 good
	How good is our setting?	5 very good	Quality of environment	5 very good	4 good
	How good is our leadership?	5 very good	Quality of management and leadership	not assessed	5 very good
	How good is our staff team?	5 very good	Quality of staffing	not assessed	5 very good

### Summary

- Children benefitted from a respectful, caring setting where staff interactions were kind and supportive.
- All staff welcomed children and families warmly into the service, promoting an inclusive ethos.
- The pace and flow of the day was attuned to children's needs and wishes, supporting them to feel settled and engage well in their play and learning.
- Children were empowered to lead their own play and learning.
- Areas in the nursery, including 'The Snug', creative area and outdoor space, were well thought out and set up with clear intentions and provocations for children to investigate and explore.
- Staff successfully created highly engaging opportunities for children. Language, literacy and numeracy was fully embedded throughout and well facilitated by staff.
- Children benefitted from a setting that was furnished and decorated to a very high standard. Within the playrooms lighting and various fabrics were used to soften spaces, providing a real sense of warmth and comfort.
- The manager effectively raised standards by empowering and motivating staff. Staff were encouraged to read up to date research and best practice, to reflect on their practice and enhance children's outcomes.
- Staff at all levels of experience were observed engaging well with children, ensuring they were down at their level listening to them and valuing their views and opinions.
- Children's experiences were enhanced by staff's skilled interactions. Staff were confident when to intervene and when to allow children the time to problem solve on their own.
- The views, knowledge and expertise of families were fully recognised and valued. A parent told us, "Quarry view nursery is a brilliant, well-led nursery that has plenty of opportunities for the kids to learn and grow. Staff are kind and empathetic and always make themselves available if the parents have any concerns or need guidance. I feel very lucky my child is able to go there."

### Area(s) to develop

N/A.

<b>Forthill Nursery</b>	<b>Inspection by Care Inspectorate</b>	<b>Latest Grade Awarded</b>		<b>Grading History</b>	<b>Grading History</b>
	<b>Theme</b>	<b>February 2024</b>	<b>Theme</b>	<b>June 2017</b>	<b>January 2014</b>
	How good is our care, play and learning?	5 very good	Quality of care and support	5 very good	5 very good
	How good is our setting?	5 very good	Quality of environment	5 very good	5 very good
	How good is our leadership?	5 very good	Quality of management and leadership	not assessed	5 very good
	How good is our staff team?	5 very good	Quality of staffing	not assessed	5 very good

### Summary

- Children were happy, settled and having fun at nursery.
- Children experienced kind, compassionate and nurturing care from staff.
- Interactions between staff and children were warm, responsive and engaging, supporting children in their play and learning.
- Children were supported with the planning and ordering of snack shopping, using technology. They were also provided with learning opportunities through interactive games on the computer and number games on the iPad.
- Resources throughout the environment were developmentally appropriate and reflected children's interests, while encouraging numeracy and literacy opportunities.
- Effective questioning was used by most staff to support and extend children's thinking and decision making.
- Staff worked effectively as a team to meet children's individual needs.
- Staff were committed to their professional development and had undertaken training relevant to the children's needs and in areas where support was identified.
- Management and staff were committed to the continued development of the service.
- The service communicated effectively with families to keep them informed and included in the nursery
- A parent shared "I like the handover. I'm always given detail about my son's day. He is always happy and excited to tell me how his day has been".

### Area(s) to develop

Care Inspectorate noted:

- Staff should be supported to further develop their questioning skills.

Jessie Porter Nursery	Inspection by Care Inspectorate	Latest Grade Awarded		Grading History	Grading History
	Theme	February 2024	Theme	September 2018	June 2017
	How good is our care, play and learning?	5 very good	Quality of care and support	5 very good	5 very good
	How good is our setting?	5 very good	Quality of environment	5 very good	3 adequate
	How good is our leadership?	5 very good	Quality of management and leadership	5 very good	4 good
	How good is our staff team?	5 very good	Quality of staffing	5 very good	5 very good

### Summary

- There was a welcoming ethos within the service and children were at the heart of care.
- Children experienced caring, nurturing interactions from staff who knew them well.
- Children had fun and were fully engaged in their play and learning throughout the sessions, playing independently and cooperatively with friends.
- Staff had high aspirations to enable children to be successful. Children's voice was valued, and they were empowered to lead their own play and learning. As a result, children were confident, happy and motivated to learn.
- Children were being effectively supported to develop their language skills as staff used age-appropriate words, conversations and interactions, including narrative for the younger children.
- All staff were skilled in offering new language and explanations to extend younger children's vocabulary development.
- Effective questioning provided opportunities to widen children's thinking skills and consolidated their learning through play experiences. This supported children to achieve their potential.
- The manager and staff had a clear vision about the development of the service and were passionate and committed to drive forward improvement.
- A culture of self-evaluation and continuous improvement had been created and supported staff to reflect on practice.
- Staff worked together as a team and communicated well to ensure children were effectively supervised and supported.
- All parents and carers agreed or strongly agreed that they were fully involved in their child's care, including developing and reviewing their personal plan. Parents shared that, "Jessie Porter is a friendly and welcoming nursery, with kind and caring staff to match".

### Area(s) to develop

N/A.

Wallacetown Nursery	Inspection by Care Inspectorate	Latest Grade Awarded		Grading History	Grading History
	Theme	February 2024	Theme	June 19	Nov 15
	How good is our care, play and learning?	5 very good	quality of care and support	5 very good	6 excellent
	How good is our setting?	5 very good	quality of environment	not assessed	5 very good
	How good is our leadership?	5 very good	quality of management and leadership	5 very good	5 very good
	How good is our staff team?	5 very good	quality of staffing	not assessed	6 excellent

### Summary

- Interactions between staff and children were warm, caring and nurturing.
- Children with additional support needs were well supported and strategies were in place to support them to progress within their play and learning.
- Effective questioning was skilfully used to support and develop children's critical thinking and extend their play and learning.
- Children were confident and had fun leading their own play both indoors and outdoors.
- Children chose where to play and were engaged for extended periods of time in quality play and learning experiences.
- Well thought out and well-resourced play areas supported quality play and learning experiences for children.
- Children were excited to share their learning journals and talk about their play and learning experiences. The child's voice was evident within their journals and children were regularly involved in updating these.
- A parent commented 'I love the journals which we can not only read about their day but add to from a family and home perspective'.
- Mealtimes were a valuable social experience for children and quality interactions took place between the staff and children.
- Staff were passionate about their roles within the service and fully meeting children's needs.
- Staff had developed positive relationships with families and were involving them in the daily life of the service.
- A parent commented that 'the nursery management are very skilled, warm, caring and approachable. The nursery and staff are well led by the management team'.

### Area(s) to develop

Care Inspectorate noted:

Infection prevention and control measures were in place and were followed throughout this process. It would be beneficial for children to wash their hands after having their nappy changed, which would further minimise any risk of spread of infection.

## Coldside Nursery Day Care of Children

12 Marryat Street  
Dundee  
DD3 8AN

Telephone: 01382 432626

**Type of inspection:**  
Unannounced

**Completed on:**  
16 May 2023

**Service provided by:**  
Dundee City Council

**Service provider number:**  
SP2003004034

**Service no:**  
CS2021000217

## About the service

Coldside Nursery provides a daycare of children service in Dundee. The service is registered to provide care to a maximum of 104 children not yet attending primary school at any one time. Of those 104 no more than 30 are aged 2 years to under 3 years. The service is managed on a peripatetic basis. The manager is also the manager of Woodlea Children's Centre.

The service is located within a residential area in the Coldside area of Dundee. The service has access to local shops, the library and other local amenities.

## About the inspection

This was an unannounced inspection which took place on 15 May 2023 between 08:45 and 16:30. Feedback was shared with the service on 16 May 2023. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since the service was registered. In making our evaluations of the service we:

- observed practice and daily life
- spoke with management and the staff
- reviewed documents
- spoke with the children using the service and twelve of their family members

## Key messages

- Positive attachments had been formed between children and staff.
- Warm, caring and nurturing interactions took place between children and staff.
- Children led their own play through a well-balanced mix of spontaneous and planned activities.
- The staff team were motivated and enthusiastic about their roles and were keen to take on training to develop their practice.
- The service had developed a thorough approach to quality assurance to support ongoing improvement.
- Parents were involved in the daily life of the service.

## 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 were cared for by an enthusiastic team in a nurturing and welcoming environment. Staff knew children well and were responsive to their needs. Interactions were warm and caring and cuddles and comfort were offered whenever a child became upset. Staff were down at the child's level and took part in quality discussions with them. One parent shared that 'staff are friendly and welcoming, this helped my child settle quickly and form positive relationships'.

Children were independent and confident and moved freely around the rooms and between indoors and outdoors. Children independently moved resources between areas to support their play. For example, sand was moved into the home area and was being placed into food boxes and pots. A child independently moved a wooden pallet across the garden to position it elsewhere to develop play. Staff interactions supported and encouraged children's independence and choice making.

Children had access to quiet, cosy spaces for rest and relaxation. These nurturing spaces were also used for small group or one to one activities. Children could access these spaces to self-regulate which supported their wellbeing and resilience.

Detailed personal plans were in place for each child which supported staff to fully meet their needs. These plans were reviewed at least six monthly by parents. ABLe (Addressing Barriers to Learning) plans were in place to support children with additional support needs. These included information relating to progress, strengths and interests and shared strategies in place to support children to progress and achieve.

Snack time and mealtimes were valuable social experiences for children during which they were provided with opportunities to develop independence and life skills. Staff sat with the children and took part in quality interactions with them. Staff supported and encouraged the younger children to appropriately use cutlery to cut their food. Children in the three to five year old room cleared their used plates and glasses into a basin. The children in the two year old room could be supported to develop their independence by clearing away their used dishes. This would further develop independence and life skills.

Medication which was clearly labelled with the child's information and photograph was stored safely and securely. Medication consent forms were completed in full and adhered to current guidance and best practice. Medication forms were reviewed with families on a monthly basis and monthly audits were completed to ensure the health and wellbeing needs of children were met.



### Quality Indicator 1.3 Play and Learning

Children were having fun while leading their own play. Resources were easily accessible to children to support choice making and to extend play and learning. Children moved freely between the indoors and outdoors to explore both environments and develop their imaginations, curiosities and problem-solving skills. Children were engaged in their play for extended periods of time. For example, a child was engrossed in play and developed critical thinking skills at the woodwork bench while creating and designing. Another child developed their creativity skills and imagination throughout their play in the sand to bake cakes. Staff observed children at play and supported them to extend their play when appropriate to do so. A parent commented 'great range of learning experiences to support development'. These opportunities encouraged children to develop a range of skills including curiosity, imaginations and critical thinking.

Planned activities were developed through group times each day. Literacy and numeracy programmes were planned for and incorporated into these group times. In the three to five room, one group developed their creative skills by performing on the stage outdoors. Another group develop confidence by sharing their experiences of a recent holiday and a third group took part in a quality story sharing experience. Children from the two year old room took part in chatter tots. This group provided the opportunity to develop language, communication and memory skills. Visual supports were consistently used throughout this session which was interactive and fun for the children. Bubbles were introduced at the end of the group which encouraged children to discuss height by mimicking the words 'high' and 'low'. These group activities promoted language and literacy as well as developing confidence and creativity.

Staff shared how they were responsive to children's interests and how these were developed and extended over several weeks to continually support children's play and learning. Staff had a good knowledge of children in their care and consistently used strategies including Makaton, visual aids and comfort to support children to achieve and progress. The use of simple questions was effective in the two year room to support and encourage a child to identify what colour a piece of paper would change to when placed in a tray of coloured water. The knowledge and experience of the staff team appropriately supported children to progress and achieve during play and learning opportunities. Staff recorded play and learning within specific floorbooks and evaluated children's learning throughout their planning cycle.

Learning journals within both rooms highlighted observations of specific learning and included photographs of the children's play. The child's voice was evident through their comments and mark making within the journals. Parent's comments were included in the journals which also highlighted learning from home. Learning conversations highlighted two stars and a wish for each child. These wishes were taken forward as possibilities and opportunities for children to progress within their learning. Children were keen to look through their journals, share their learning and discuss previous play and learning through looking at photographs and artwork. These journals promoted and showcased children's play and learning and ensured children and families were involved throughout.

The children took part in regular trips into their local community. They visited the Maxwell Centre once a week and community members from the centre visited the nursery each week. Together they took part in planting and nurturing experiences. The service had developed intergenerational links with Age Concern. Children had previously been visiting the centre once a week, however, the clients from Age Concern have now been attending the nursery to take part in creative activities with the children. The children also had the opportunity to visit their local library each week. These experiences provided them with an awareness of their local community.

## 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.

### Q1 2.2 Children experience high quality facilities

The setting was well ventilated, clean and welcoming. It was well furnished with good quality furnishings. There was ample space for children to move around between specific areas and take part in tabletop or floor play activities. There were photographs displayed of children and their families and of children's play experiences. This supported them to feel valued and respected. Some of the children's artwork was framed and displayed, however some of these were displayed on shelves at a higher level. It would be beneficial if the staff team could continue to develop this and try to ensure that more of these were displayed at the child's level to provide them with ownership of their creative work.

The setting was safe and secure and infection prevention and control measures were followed and adhered to. The indoor and outdoor environments were developmentally appropriate which supported and challenged children. A wide range of play experiences including loose parts, construction, creative play opportunities and open-ended resources supported children to develop their curiosities, imaginations and creativity. Cosy, quiet areas offered nurturing spaces which promoted wellbeing and resilience.

Risk assessments were in place for the environment, specific activities and outings which supported safe environments for children and staff. These were reviewed at least annually or sooner if required. Accidents and incidents were recorded in detail and included all required information. These were shared with parents. Regular audits of the accidents and incidents were completed to highlight any patterns or triggers which were then actioned to ensure the safety of children.

Children were aware of possible risks during their play. For example, they were climbing, balancing and jumping between loose parts in the garden that had been used to create an obstacle course. They changed the obstacle course around to make it trickier and spoke about it now being harder to keep their balance and how to stay safe while they moved between the resources. Children knew to put helmets on before accessing the bikes to keep themselves safe. Children were confident during the use of tools at the woodwork bench where risks and safety was managed well.

Staff communicated well with each other when moving between areas within both rooms. Children were well supervised while outdoors and staff ensured that they positioned themselves well to monitor the whole outdoor area. Staff supervised children at all times and were responsive to children's safety and wellbeing needs.

**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.

**QI 3.1 Quality assurance and improvement are led well**

The setting had recently created their vision, values and aims as a new service. Staff were involved in the initial consultation to bring together shared values and aims. Children, families and other professionals linked to the service were also consulted about the draft vision. Once all consultations were completed and feedback had been gathered, the shared vision, values and aims were created and shared with all stakeholders.

Children were regularly consulted and involved in sharing feedback about the nursery. Surveys and questionnaires were shared with families to involve them in the ongoing development of the service. Feedback from families is to be shared on a 'you said, we did' board. Information was shared with families via the Seesaw App and regular newsletters. Families were involved in the life of the nursery through joining regular pop in and play sessions. These opportunities ensured that families were included and fully involved in the daily life of the nursery as well as ongoing improvements. A parent shared 'the leaders communicate effectively, that's what I love.'

The quality assurance journey which began when the service opened has been captured in a folder by the centre manager. Mindmaps have been used to highlight the main areas of the journey. Best practice documents had been used to benchmark the quality of practice and standards of documentation. This is further supported through supervision and moderation within the team.

An improvement plan was in place for the service which focused on main priorities which included staff skills, knowledge and values. The improvement plan included the aims, actions required, timescales and who was responsible for each aim. The progress and impact of the aims was evaluated twice a year.

A detailed quality assurance calendar supported ongoing self-evaluation and quality assurance. The calendar was broken down into the four terms to make it more manageable. Self-evaluation was carried out using the documents 'How good is our early learning and childcare' and 'A quality framework for daycare of children, childminding and school-aged childcare'. The staff team used reflection to support their self-evaluation and ongoing improvement work. The service was now at the stage of evaluating their main aims and were beginning to provide evaluations of the impact on outcomes for children that changes and improvements had made.

Staff took ownership of specific areas of the nursery for a term. They observed children during their play, consulted children and reflected on the play and learning that had taken place. Staff supported continual development of these areas to improve play experiences and environments for children.

The staff team had completed all mandatory training as part of their induction process. Core training now included the Solihull Approach training and nurture and trauma training to support and develop staff knowledge and skills. Staff were enthusiastic about taking on further training to support their practice. Staff evaluated their training and learning by completing pre assessment and post assessment questionnaires to highlight prior knowledge and then their newfound knowledge and skills.

Annual appraisal meetings provided the opportunity for staff and management to discuss areas of strength and possible areas for development. Targeted training could be discussed during these meetings which supported professional development and practice.

**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.

**QI 4.3 Staff deployment**

The staff team were a relatively new team who worked well together to develop relationships. They were enthusiastic, motivated and they communicated well with each other. On occasions, staff looked at each other and knew that support was required without words being spoken. There was a good mix of experience and skills between the staff team who knew the children well and were responsive to their needs. Staff were supportive of each other and shared that they felt they worked well together as a team and were well supported by management. They felt that there was an open-door policy and they could speak to management to raise concerns if required. A parent commented that 'nursery seems to be well lead and has strong leadership.'

Ratios were maintained throughout the day and staff communicated well with each other to maintain the supervision of children both indoors and outdoors. Busier periods of the day including lunch times were well managed to ensure children's experiences were not affected. We observed staff going for lunch, this was seamless with effective communications between staff to ensure all information was shared to meet children's needs.

A consistent staff team supported children daily which maintained positive transitions for children and effective communications with families during drop off and pick up times. Staff absences were well managed. Staff from a sister service provided cover as and when required which reinforced and sustained consistent and familiar staff. This supported a positive approach to ensuring high quality outcomes and experiences for children.

**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).

## 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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.

This page is intentionally left blank



## Baluniefield Nursery Day Care of Children

Balmerino Road  
Douglas  
Dundee  
DD4 8RN

Telephone: 01382 434982

**Type of inspection:**  
Unannounced

**Completed on:**  
9 May 2023

**Service provided by:**  
Dundee City Council

**Service provider number:**  
SP2003004034

**Service no:**  
CS2021000174

## About the service

Baluniefield Nursery provides a daycare of children service in the Douglas area of Dundee. The service is registered to provide a service to a maximum of 104 children at any one time from the age of two years and those not yet attending primary school; of those 104 no more than 30 are aged two years.

The service is based in a residential area of Dundee and is close to local shops, parks, and other amenities.

## About the inspection

This was an unannounced inspection which took place on 04 May 2023 between 08:30 and 17:45. Feedback was shared with the service on 09 May 2023. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- observed practice and daily life
- spoke with staff and management
- reviewed documents
- spoke with children using the service and gathered the views of their family members.

## Key messages

- Children were empowered to meaningfully lead their own play and learning experiences.
- Children experienced a natural, spacious environment which was designed to maximise opportunities for curiosity, creativity and inquiry.
- Staff should reflect on all engagements and interactions with children, to ensure these take account of individual needs, maintain children's health and wellbeing, support consistency and are in line with best practice.
- The leadership team should review and improve staff deployment to ensure children are always well supervised.
- Robust self-evaluation and improvement plans were in place to support the continuous development of the service.
- The nursery leadership team were highly motivated to improve outcomes for children and had established positive staff development opportunities.

## 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?	4 - Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	4 - Good

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

## How good is our care, play and learning?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

### Quality Indicator 1.1 - Nurturing care and support

Most staff were observed to be down at children's level and engaged in play. Staff spoke in gentle voices with children, which supported them to develop secure relationships. One parent commented, 'Staff are very attentive and knowledgeable'. Staff were observed using the language of turn taking, to enable children to learn to share and take turns, modelling how to achieve this. Staff should be mindful that interactions shared with children avoid interrupting their experiences. Some staff were effective in their use of questioning during interactions to engage and extend children's experiences. For example, in the craft area, staff engaged children in a conversation about the paint they were creating, commenting that it looked dry and asking the child to think about what they could do now. This demonstrated that most staff interactions promoted children's critical thinking skills.

The staff knew the children well and had effective strategies to meet their needs. These included approaches for supporting behaviour and children's wellbeing. However, staff should be mindful that their interactions with children are effective and positive to meet individual needs. This should include, considering the impact that any interactions with children may have on their emotional wellbeing and knowing when to take a step back and seek support from colleagues and management. This would ensure that children were respected and safe (**see area for improvement 1**).

Personal plans were in place for all children, which gathered information to meet children's needs, wishes and choices. ABL (Addressing Barriers to Learning) plans reflected what children did well, identified their areas of need and strategies to support. Mind maps gathered the views of stakeholders, including families and other agencies, which provided a holistic view of the child. It would be beneficial to date new information, as it is gathered, to ensure the strategies and support provided reflect children's current needs.

Children's dignity and privacy were maintained and they received a nurturing nappy changing experience. Staff should ensure that best practice is followed before and after changing a child's nappy, including appropriate handwashing and disposal of gloves. This would ensure that the potential risk of the spread of infection was reduced.

Appropriate storage and systems were in place for medication being administered safely, to meet children's needs. Regular audits ensured that the medication held was accurate. As a result, children's health needs were met.

Mealtimes provided a relaxed and sociable experience for children to enjoy eating and chatting together. Tables were attractively decorated using flowers, which created a nurturing ethos. Children developed their life skills during both snack and lunch, as they collected their food, chose their sides, poured their drinks, cleared away and washed their dishes. Children's individual needs were catered for, as they were able to access lunch when they were hungry and this was supported by staff. Staff sat with children promoting conversations and modelling skills, such as using cutlery. As a result, mealtimes provided a nurturing experience.

### Quality Indicator 1.3 - Play and learning

Children were empowered to lead their own play and learning, developing their curiosity, imaginations and critical thinking skills, using a variety of open-ended resources. One parent commented, 'The play and learning is awesome, my child has already learned so much'. Children made choices throughout their day about where to play and which resources to use. For example, children were observed using their imaginations and early mathematical skills, as they played together in the mud kitchen and accessed the water butt, to make 'coconut water'. Staff gave children space and time within their experiences to persevere and achieve. One child was observed taking several attempts to hammer a nail into a piece of wood. Staff provided the child with encouragement but did not interfere with their play. As a result, children were leaders in their own learning and achievements.

Children's language, literacy and numeracy learning was naturally engaged across the indoor environment. Staff extended children's knowledge and understanding by copying, repeating and adding to their spoken words. For example, one child was interested in finding a flower and said, 'yellow, green'. Staff extended their understanding by repeating their words and adding, 'the flower is yellow. The stem is green. That's the long bit'. This demonstrated that children's emerging literacy and numeracy skills were supported and extended.

The service were passionate about creating a child led learning experience for children. Staff discussed their observations of children's interests and held 'nursery business' meetings with children, to empower them to design their learning experiences. Staff reflected on the experiences provided for children, considering what they were going to do and what children had learned. Staff had introduced adult led workshops for children, which created opportunities in a range of experiences including yoga, fire pit and sewing. Staff shared that the workshops were popular with the children and they were able to opt into these activities. This meant that children had a range of opportunities to develop new skills.

There were very good links with the community with a range of opportunities for children to participate in meaningful outings. A timetable of outings was planned and children could opt into these, which respected their choices. These included visits to the library, walks, parks and visits based on children's interests, such as, visiting the Dichty Burn to experience nature and the flow of water. These links with the community helped to develop children's sense of belonging and knowledge of their local spaces.

Children were actively involved in recording their learning experiences within their journals. Staff took time to sit with children and talk about these, encouraging children to glue in photos and mark make their ideas. Children were excited to share their journals with us, reflecting on their experiences and learning. Observations were written to the child and effectively demonstrated children's skills and learning. As a result, children's learning was meaningful and reflected upon.

### Areas for improvement

1. Children should consistently experience nurturing approaches to meet their care and wellbeing needs. To achieve this, staff should increase their understanding of interactions and strategies, to support the needs of children effectively and safely.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

## 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 experienced a warm, welcoming and purposeful environment. Thought had been given to ensure spaces reflected children's needs, for example, quiet, cosy areas had been developed to support children's wellbeing and resilience. Children had ample space to move around between all areas of the environment and there was free-flow access to the outdoors, which ensured the environment was well-ventilated and children had access to fresh air.

Natural furniture and resources were of a high standard and organised to promote free flow play, which provided opportunities to engage children's curiosity. Effective lighting was used across the setting, as lights could be dimmed to create a calm environment.

A wide range of open-ended natural materials and loose parts meant that children had numerous opportunities to develop their imaginations, curiosities, problem-solving skills and wonder about the world. Areas were well resourced, displayed and labelled with photographs promoting children's emerging literacy skills. One parent commented, 'Hands down the best nursery setting I have ever seen'. As a result, the environment was an inviting space for children to play and learn.

The nursery leadership team shared that developing the indoor space had been a focus and they now had plans to develop the outdoor space. Outdoors provided children with access to loose parts, where they used their problem-solving skills to build obstacle courses and participated in risky play. The space should continue to be developed improved, to reflect the purposeful indoor space.

The service was clean and well-maintained. Infection prevention and control measures could be further developed to encourage children to wash their hands after mealtimes. Staff could further develop their responsiveness by ensuring children's noses are cleaned and faces are washed after meals, as necessary. This would further promote effective infection prevention and control measures.

Risk assessments were in place and these detailed hazards, risks and actions taken to minimise these. These included risk assessments for the nursery environment and trips out into the community. Accidents and incidents were detailed and shared with families. Monthly audits recorded any trends, if a risk assessment was required and further comments. This meant that children's safety was maintained.

**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**

A vision, values and aims were in place and these described the ethos that the setting aimed to provide. The leadership team shared their plans to revisit this as they were now an established setting. This would provide an opportunity to reflect with the staff, children and families of the service to design a vision, which was inclusive to the service users.

There was a strong ethos of continuous improvement across the staff team. Staff were reflective and regularly discussed how they could develop the service to further support positive outcomes for the children. The nursery leadership team had high aspirations and led by example, which was evident within their robust improvement and quality assurance processes.

Regular team meetings provided opportunities for staff to reflect on children's individual needs, share learning together and discuss planning for the environment. A quality assurance calendar detailed focus areas for staff development, which included regular CPD (Continuous Professional Development) training. This meant that staff had opportunities to reflect and develop their practice.

Children and families were actively involved in shaping the provision, as their views were gathered through regular questionnaires and discussions. Children were empowered to share and lead their learning with their families through creating newsletters, which highlighted the topics of importance to them. Mind maps demonstrated that children were involved in self-evaluation processes, as their views were gathered on what they liked about the nursery. This demonstrated that children were meaningfully consulted.

Families were encouraged to provide feedback, which ensured the continuous improvement of the service. They had opportunities to share their ideas, thoughts and opinions through regular questionnaires and floor books were used to gather their suggestions and comments. Information was shared with families which meant their views were listened to, valued and acted upon.

A range of experiences were available for families to engage in learning together with their children. These included, cooking, Bookbug and Peep (Parents Early Education Partnership). Inclusion was at the heart of these experiences, as staff prepared take home recipe and ingredient bags, which enabled families to continue the learning at home. As a result, families were actively involved in their child's learning experiences.

## How good is our staff team?

**4 - Good**

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

### Quality Indicator 4.3 - Staff deployment

Staff were courteous and respectful to one another which created a relaxed and happy environment for children. One parent commented that they found staff to be, 'all very welcoming, caring, attentive and supportive'. Most staff were observed to be in tune with children's needs and preferences and offered personalised support. For example, using strategies to engage and support children with additional support needs. Staff shared that, at times, they felt there were missed opportunities to engage with children across the team. This was highlighted at staff meetings and would initially improve, however was an area staff felt needed further improvement to maintain consistency. This would ensure that staff were skilled in interacting with children, helping them to progress and achieve.

Staff were mostly deployed appropriately to maintain children's safety, to ensure they were well supervised. We shared examples with the leadership team that highlighted this was an area for further development, including the sides of the garden and the quiet space in the large playroom. The leadership team shared that they recognised staff positioning as an area for improvement and had plans to develop this. This would ensure children's safety was maintained and reduce the potential for harm. Staff should ensure that their SSSC (Scottish Social Services Council) registration is kept updated with the relevant information to ensure this does not lapse. This would further maintain children's safety, as they would be supported and cared for by appropriately registered professionals.

Children experienced a relaxed pace to their day with little interruption to their play experiences. Transitions were mostly well managed and gave children the time and space to move on from play, as they were ready. Staff breaks were well managed and did not impact the care provided. This demonstrated that children experienced continuity of care throughout their day.

There was a mix of experience, knowledge and skills within the staff team, with staff having a good understanding of their roles and responsibilities. Staff shared that they felt they worked well together as a team and they were confident to ask for support. All staff spoke passionately about their dedication to the children and families and had a genuine desire to do their best.

A staff handbook welcomed new staff into the service and provided information to support their understanding of the setting's values and expectations. Staff shared that they felt well supported during their induction process. They had regular meetings with the leadership team, using a two stars and a wish format to evaluate their strengths and areas for development. An induction pack had been developed alongside the National Induction Resource. This should be reviewed to ensure all areas are completed in full, as we found some to be incomplete. Opportunities to review practice through buddy observation checklists had been completed, however these could be further developed to include feedback on what went well and areas for improvement. This would ensure that staff were encouraged to reflect on their observed practice.



## 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).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - 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?	4 - Good
4.3 Staff deployment	4 - 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 cànanan eile ma nìthear 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.

This page is intentionally left blank

## Downfield Early Years Centre Day Care of Children

20 Haldane Crescent  
Dundee  
DD3 0JP

Telephone: 01382 307 800

**Type of inspection:**  
Unannounced

**Completed on:**  
2 June 2023

**Service provided by:**  
Dundee City Council

**Service provider number:**  
SP2003004034

**Service no:**  
CS2003015787

## About the service

Downfield Early Years Centre is registered to provide a care service to a maximum of 80 children at any one time as follows:

- A maximum of 60 children aged three to those not yet attending primary school.
- A maximum of 27 children aged two - three years of age.

The modern nursery comprises two playrooms for children aged two-three years and children aged three-five years. There are appropriate toilets and nappy changing facilities available.

Both playrooms have direct access to outdoor play areas that have a range of toys, equipment and resources for the children to explore, investigate and have fun with.

## About the inspection

This was an unannounced inspection which took place on Tuesday 30 May 2023 between 09:00 and 15:00. The inspection was carried out by two inspectors 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 children using the service and 16 of their family;
- spoke with staff and management;
- observed practice and daily life;
- reviewed documents.

## Key messages

- Children were happy, confident and settled in the nursery. They were having fun as they played and learned with their friends.
- Staff knew children very well and supported them with caring and nurturing approaches, that were consistent throughout the staff team.
- Children were actively and meaningfully leading their own play and learning.
- Staff interacted warmly and respectfully with children, contributing to children feeling secure and valued.
- Staff were flexible and supportive of each other. They worked well together to care for and support children as individuals.

## 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 were happy, settled and having fun in nursery. They were relaxed in the nursery environment and around staff. Children were confident and had ownership of their nursery.

Positive relationships had been developed between staff and children, with strong attachments observed. Staff actively listened to the children, getting down to their level and interacting in a calm and sensitive way, promoting children's self-esteem and confidence.

Staff were caring and nurturing. They knew children very well and were responsive to children's cues and individual needs. Information was gathered for each child within their personal plans to support their individual care and needs. Staff worked with other professionals to support children and families to ensure they received the right support at the right time. Written records of plans, strategies and support ensured there was a shared understanding amongst staff and consistency in approaches for meeting children's needs daily. Management discussed the further development of children's personal plans to ensure more detailed information was gathered to help staff with their care and support of the children.

Children's health and wellbeing was supported throughout their session at nursery. Teddy tummy time had been introduced at the start of the day, to encourage and provide children with time to be calm and self-regulate before they started their day in nursery. A parent told us "My daughter has loved her time at Downfield Nursery. It is nice to know the children have teddy tummy time to relax before their day and get to describe how they are feeling".

Opportunities were available for children to rest and have a sleep if they wished. Younger children took their comforters with them when they went for a lie down, helping them to settle and relax with their familiar object from home. Staff supervised the children well whilst they slept, ensuring they were safe and comfortable.

Lunchtime was a calm, unhurried experience for children in both playrooms. Independence was encouraged with children self-serving their peas and carrots and pouring their drinks. Children who had packed lunches in the 3-5 playroom were asked if they wished to try some of the chicken curry and rice, with some agreeing to try the hot food. Staff sat with the children at the tables, supporting the children as needed and joining in a variety of conversations in the 3-5 room. Children cleared away any leftover food when they had finished lunch and put their glasses and bowls away. The younger children were also encouraged to be independent as they served some of their food themselves. Management discussed the continued development of the lunchtime experience for all children and the further opportunities planned to encourage independence and confidence.

Medication was stored safely and administered after parental consents were gained. Appropriate records were completed with information to support the safe administration of medication to the children. Parents/ carers signed the records to confirm they had been informed by staff that the child had medication administered. Monthly audits were carried out to ensure the management of medication followed best



practice and children were kept safe.

### Quality Indicator 1.3 Play and learning

Children were having fun in both playrooms indoors and outside in the gardens. There was laughter and happiness as children were engaged and leading their own play, supported well by staff when needed, and as appropriate.

Resources were easily accessible to children to support choice making and to extend their play. Children moved freely between indoors and outdoors and explored the environments independently and with confidence. Children developed their imaginations, were curious and were supported by staff to develop their interests through their play and learning. There were various activities and experiences children were involved in indoors and outside, for example, a group of two year old children were involved in filling the tub at the top of the stepped water tray. They knew to pull the stopper out to start the water flowing down the steps, with one child using a watering can, to catch the water at the bottom of the steps and pouring it back into the top. A child put the stopper back in to keep the water in the tub at the top until they wanted it to flow again. The children were engaged in this activity for over twenty minutes. The activity encouraged children's problem-solving skills, decision making, while supporting co-operative play. Some of the 3-5 children were watering the plants in the sustainable garden and being supported by staff to be responsible, while learning about nature, growing vegetables and fruit and how these influenced their wellbeing and nutrition. A child told us "I love nursery. I like to play outside with my friends and dancing".

Children were aware of risks during their play. They were climbing, balancing and jumping between loose parts in the garden. We heard staff discuss and encourage children to think about risks and how to play and learn safely throughout the inspection visit.

Staff spoke about being responsive to children's interests and extending these over a number of weeks when appropriate, to continually support children's play and learning. Staff recorded play and learning in floorbooks using photographs, the child's voice and mark making. Children's learning was evaluated, with possible opportunities identified to support children's continued development and progression. The learning journals within both rooms highlighted observations of children's specific learning, which was shared with parents to keep them included and informed of their child's learning and development.

Staff interacted skilfully to support children's exploring and curiosities. Effective questioning encouraged children's understanding, problem solving and critical thinking.

The children were becoming familiar with their local community as they took part in regular trips to the park, nature reserve, the library, and the nearby care home where intergenerational activities took place. They were also learning about the wider community and what was on offer there, for example, with trips to the V&A museum. One parent shared "The nursery is very good at giving the children lots of different and varied experiences outside the nursery setting".

Literacy and numeracy were encouraged and supported throughout the nursery environment and through staff engagement with the children, for example, books were available for children to look at, staff read stories to the children as individuals or in small groups, signage and environmental print was on display indoors and outside. A number line encouraged counting in the 3-5 garden, and a staff member sat with a group of children in the 3-5 garden, skilfully extending and incorporating language and literacy into an activity where they were counting shells and mark making with chalk.

**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**

The school and nursery building were safe and secure with a staff member at both external nursery doors at drop off and collection times, which allowed for a face-to-face handover with parents and the sharing of information and summaries of the children's day. A buzzer system was in operation out with these times so the nursery management knew who was wishing to gain entry.

Risk assessments were in place for all areas of the service, identifying risks and hazards and actions taken to minimise these, to keep children and staff safe and protected. Children carried out their own risk assessments of the play environment at the start of the day, where they identified their own risks, if any. These were discussed with staff if identified, and actions implemented to minimise the risks. Children recorded their risk assessments to show that the nursery environment was safe for play and learning.

The nursery environment was comfortable and welcoming for the children. The playrooms were bright and had good ventilation. The nursery was well maintained throughout and offered children ample space to move around freely indoors and outside. A parent commented "Very friendly and supportive environment for children and parents". Both playrooms had direct access to their own garden space for children to enjoy outdoor activities, active play and have fresh air. These opportunities supported children's health and wellbeing.

The indoor environments had been furnished to a high standard and were safe and secure. The playrooms were well resourced and organised to provide children with easy access to resources, supporting them to make decisions and lead their play, alone or with their friends. We saw children moving resources around the nursery environments indoors and outside to develop their ideas and plans. For example, two children used their imaginations as they took their doll for a walk around the 3-5 playroom, talking of going to the shop. All of the children were independent and confident, having fun choosing where they wanted to play and with what.

The indoor and outdoor environments were developmentally appropriate to support and challenge the children. A wide range of play experiences including playdough, sand, water, loose parts, construction, creative play and open-ended resources supported children to develop their curiosities, imaginations and creativity. Cosy, quiet areas and sensory rooms offered nurturing spaces for supporting wellbeing and resilience whilst also offering space for small groups of children to go for various experiences or one to one activities. Children had free flow access to outdoors where they had opportunities to investigate, be curious and use their imaginations. Staff talked about the continued development of the outdoor spaces to meet the needs of the children attending the service.

Displays of children's learning, artwork and photographs, were displayed around the nursery environment, sharing children's learning with families, providing children with opportunities to revisit their learning and encouraging a homely feel with children's selfies and photographs of the nursery families within the playrooms.

Infection control measures were in place, with the children and staff handwashing regularly. Staff reminded children to wash their hands, for example, before lunch and after toileting and supported them when needed. We discussed the nappy changing procedure with staff and management during the inspection visit to ensure best practice guidance was followed during nappy changing. We saw that nappy changing was a calm and nurturing experience for the child, which supported their self-esteem and wellbeing. The

nappy changing procedure had been updated the following day and a discussion had with the staff team to ensure that best practice guidance was known and followed.

Children's information was stored securely on password protected computer systems and paperwork was contained in lockable filing cabinets in the nursery office.

## 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

The nursery vision and aims was shared with parents in the nursery handbook, ensuring everyone was familiar with the clear visions, aims and direction of the service.

Quality assurance including self-evaluation and improvement planning was in place. Self evaluation tools were used by management and staff to identify strengths and areas where the service could improve. Key priorities had been identified, such as developing STEAM (science, technology, engineering, arts and mathematics) within the nursery, supporting attendance and promoting trauma informed practice. Management and staff talked of a team approach in evaluating the service and reflecting on practice to support the continued development of the service and positive outcomes for children. A detailed quality assurance calendar supported ongoing self-evaluation and quality assurance tasks within the service. Staff spoke positively about their involvement in the evaluation and development of the service and the importance of continuous reflection and improvement for the children and their families.

Staff had ownership of specific areas within the playrooms. They observed children during their play, consulted the children and reflected on the play and learning taking place. Staff discussed and shared with each other their thoughts, ideas and suggestions to extend children's play and learning. Staff supported each other in the continued development of the nursery areas to improve and extend play experiences and environments for the children.

Children, parents and staff were regularly consulted to support the continued development of the service. Mindmaps recorded children's thoughts, ideas and suggestions on various topics within the nursery floorbooks. Parents were encouraged to be involved in the life of the nursery, through supporting and being part of their children's learning in nursery and at home, for example, parents had been invited in for a craft session at Christmas, story sacks had been taken home by the children and enjoyed in various ways, and an individual child's interest in the beauty salon area within nursery had resulted in the pampering of a sibling at home. A parent commented "Opportunities for parents to be involved in craft afternoons have been brilliant. Really enjoyed being in the nursery with my son".

The service ensured parents were kept fully informed of nursery news and children's activities through the Seesaw app and face to face chats with staff. A parent shared "I like how the nursery uses the seesaw app to update the parents on their child's day within the nursery setting. The nursery is very good at giving the children lots of different and varied experiences outside the nursery setting".

Policies and procedures which underpinned the service and supported staff practice were in place. These were reviewed regularly to ensure they remained relevant and continued to follow best practice guidance.

## 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 4.3 Staff deployment

We observed a confident and knowledgeable staff team who were respectful and supportive of each other. Positive role modelling between staff helped children develop and understand positive and supportive relationships.

Children benefitted from a caring and nurturing team who knew them well. They recognised continuity of care was important for children. Effective use was made of staff experience, skills and knowledge to ensure children's experiences were positive throughout their day at nursery. A parent shared "Leadership team within the nursery setting is excellent, the team appear to work well together and the communication to parents is excellent". While another parent commented "Staff team are always very friendly and helpful and will answer any queries quickly".

Ratios were maintained throughout the day and staff communicated well with each other to maintain the supervision of children both indoors and outdoors. Busier periods of the day including lunch times were well managed to ensure children's experiences were not affected and children continued to be supported and had their needs met. We observed staff going for lunch, this was seamless with communications between staff to ensure all information was known about the children before they left the playroom.

A parent commented "Management are approachable and helpful". The management team supported staff and child ratios when there were unplanned absences, which ensured children were familiar with the adults caring for them and a consistent approach was maintained to support the children.

## 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).

## 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 cànanan eile ma nìthear iarrtas.

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.

## St. Andrews Primary School Nursery Class Day Care of Children

45 St. Leonard Place  
Dundee  
DD3 9HD

Telephone: 01382 307 830

**Type of inspection:**  
Unannounced

**Completed on:**  
22 August 2023

**Service provided by:**  
Dundee City Council

**Service provider number:**  
SP2003004034

**Service no:**  
CS2003015793

## About the service

St. Andrews Primary School Nursery provides a daycare of children service in Dundee. The service is registered to provide a care service to a maximum of 44 children age from 3 years to those not yet attending primary school.

The service is based in a residential area of Dundee and is close to local shops, parks, and other amenities.

## About the inspection

This was an unannounced inspection which took place on 21 August 2023 between 08:45 and 16:00. Feedback was shared with the service on 22 August 2023. The inspection was carried out by two inspectors 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:

- observed practice and daily life
- spoke with staff and the nursery leadership team
- spoke with children
- reviewed documents
- gathered the views of eight families through MS Forms.



## Key messages

- Children were happy, confident and settled.
- An inclusive learning environment, which respected children's communication styles, had been established.
- Children were leaders of their own play and learning and could transport resources to meet their interests.
- The nursery leadership team had a clear vision of the priorities to support positive outcomes for children and families.
- Robust monitoring of practice and the environment would develop staff skills and ensure high quality spaces for children to play and learn.
- The staff team worked well together to meet children's needs.

## 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?	4 - 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

A nurturing and inclusive ethos had been established within the service. This was evidenced through the warm and caring approach staff shared with children. Interactions between staff and children were responsive and engaging, with cuddles and reassurance offered as required. Staff were down at children's eye level and actively joined in with their play. Children were given the time and space to settle within the nursery space and staff spoke knowledgeably about children's differing needs. One parent commented, 'My child always comes out happy, expressing how they have enjoyed their day'. This meant children felt loved, safe and secure.

Children's independence skills were promoted at the stage that was right for each individual. Staff encouraged and supported children to 'have a go' and tailored this dependent on the child's abilities. Children sought out staff for help and happily shared their experiences with inspectors. This demonstrated that children were happy and confident.

Children's overall wellbeing was supported by the effective use of personal plans. Staff knew children well and the information gathered enabled children to progress and achieve. Chronologies captured significant events in children's lives, which meant that staff had the right information to meet children's wellbeing needs. Personal plans were completed in full and we asked staff to ensure that these were consistently signed and dated by families.

Children's health and wellbeing was supported through well managed systems and processes. Staff were clear about their roles and responsibilities in safeguarding children. Regular audits meant that children's health needs were current. We asked that the service review the information they gathered, in relation to the dose of medication and the signs and symptoms, that may lead to a child requiring medication. This would further support staff in meeting children's health needs.

Mealtimes provided children with opportunities to develop their independence and life skills. At snack, children could choose to spread their own toast, whilst there was ready prepared toast and spread for newer children. Children's life skills were further embedded during lunch, as children could self-serve from the side dishes in the middle of the table. Staff supported newer children learn to pour their own drinks and helped them to learn the lunch routines. Staff sat with children during mealtimes promoting conversation, which created a nurturing experience. We suggested that extra staff could be provided to support the children settling into the lunch routine during the initial transition period. This would further support a nurturing lunchtime experience.

**Quality Indicator 1.3: Play and learning**

Children were having fun across a variety of experiences. Children were observed working together to build dens using blankets and staff were responsive when supporting them to learn to share and take turns. We observed children choosing where to play and having the freedom to transport resources to extend their interests. For example, one child enthusiastically engaged their imagination as they pretended to feed the dinosaur the play dough. As a result, children were leaders in play and learning.

The development of children's language, literacy and numeracy learning was promoted across their play experiences. Children were observed pretending that shapes outside were phones and staff extended this play by talking to them about the numbers they might be pressing. An inclusive communication environment had been established, as staff were observed using Makaton and other communication tools, to support children to participate in conversation, follow routines and share their ideas. One parent commented, 'We are already seeing improvements in our child's confidence socially, as well as communication and happiness'. This meant that children's rights were respected.

Skilled interactions supported children's interests in the moment. Staff were observed responsive to children's interest in exploring minibeasts outside. Children's problem-solving skills were extended, as staff encouraged them to work together, using the iPad, to find out what kind of minibeast they had found. Children enthusiastically engaged in this experience, which demonstrated that their interests were valued.

Termly meetings were held to discuss children's strengths, progress and identify areas for development. These meetings supported staff to plan experiences within the nursery, which enabled children to progress and reach their potential. We discussed how these next steps could be evidenced within children's learning journals. This would support children to have more ownership and awareness of their next steps.

Children's learning journals and Seesaw were used to capture children's experiences. Staff were observed sharing children's achievements, in the moment on Seesaw, praising the child and letting them know what they were doing. Written journals recorded regular observations and next steps. These were linked to the SHANARRI wellbeing indicators which are, safe, healthy, active, nurtured, achieving, responsible, respected and included. Floor books effectively captured children's interests, voice and learning. These were accessible for children within the play space and were of high quality. As a result, children's journey in nursery was well documented.

**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 and families benefited from a welcoming environment that was furnished to a good standard with plenty of natural light and ventilation. Children had ample space to move freely between areas and take part in floor play or tabletop activities. Quiet areas had been developed to support children's wellbeing and provided a space for rest or relaxation. Displays around the room highlighted children's work, interests and their voice. This helped to give children the message that they mattered.

The indoor and outdoor areas were sensitively structured and mostly took account of children's age and stage of development. We suggested that areas of the indoor environment could be reviewed to ensure they motivated and challenged children's interests. Resources were easily accessible and at child height, which promoted children's ownership of their chosen play experiences. This was evidenced as children who had only just transitioned into the nursery appeared confident when accessing resources to extend their play.

Children had free flow to the outdoors and were observed enjoying their time in the garden. A good balance of natural and loose parts materials in the outdoor environment supported children to develop their imaginations, creativity and curiosities. Children were observed creating their own obstacle courses, moving boards onto pallets and balancing to walk across. One parent commented, 'I love that the kids can play outside every day'. This meant children had regular access to fresh air and exercise. Staff shared that they would like to continue to develop the outdoors and were working together to improve this space for the children.

Infection control practices minimised the potential spread of infection, for example children were confident in their hand washing routines at snack and lunchtimes and after outdoor play. Risk assessments were in place and implemented effectively by staff to ensure that the environment was safe for the children attending. Staff were observed encouraging children to remain safe when using the bikes outside, asking them to put on their helmets. As a result, children's safety was maintained.

## How good is our leadership?

**4 - Good**

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

### Quality Indicator 3.1: Quality assurance and improvement are led well

A shared vision and values were displayed within the corridor and promoted the settings happy and welcoming ethos.

Children and their families were warmly welcomed into the service by staff. We observed staff talking with families and could see that positive relationships had been formed. One parent commented that they found the service to be, 'Very well managed and all staff have the relevant skills and knowledge'. The nursery leadership team shared that family engagement was a priority within their improvement plan for this session. Some families shared mixed feedback regarding the communication received from the nursery. As family engagement was a priority for this session, we were confident that the nursery leadership team had plans to address this. This would support families to have their views listened to and acted upon, to effectively contribute to the ongoing improvement of the service.

The service had previously led stay and play sessions where they gathered positive feedback from families about their experiences. Some parents commented that they were unsure about their child's learning, development and experience whilst in the nursery. SeeSaw had previously been used to share learning and questionnaires with families and plans were in place to reimplement this again this session. This would enable families to feel fully involved and knowledgeable of their child's learning and progress.

Quality assurance processes had been developed to support the continuous improvement of the service. A quality assurance calendar was in place and had identified priorities to support developments. Monitoring of various areas of the nursery had previously taken place and it would be beneficial for these to be reintroduced, to support the development of the service. This would ensure a consistent approach in meeting children's learning and wellbeing needs.

An improvement plan with identified actions was in place and the nursery leadership team were mindful of the need to ensure these were realistic and manageable. These currently included, family engagement, supporting inclusion and the outdoor environment. Staff had previously engaged in self-evaluation and we discussed how this could be improved to support the direction of ongoing developments. This would enable the service to have clear aims in leading positive outcomes for children and their families.

Policies and procedures were in place and these were regularly reviewed and shared with staff, to ensure a consistent approach. The policies reviewed reflected best practice and were regularly audited to ensure they remained relevant to the service.

### 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 service was appropriately staffed throughout the day to support children's wellbeing. Staff positioned themselves well inside and outdoors to ensure children were safe within their play and learning. There was a good mix of skills with newer staff confident to approach more experienced staff for advice and support. Staff were respectful towards one another and worked well together. They were motivated and enthusiastic about their roles and responsibilities and spoke fondly about their team working. This created a positive environment for children in which they felt safe and secure.

Staff communicated and worked well together, to ensure children were safe and engaged in quality experiences, throughout the session. The vast outdoor space was managed well, with staff ensuring that they were aware of children's whereabouts, whilst providing them with freedom and choice of where to play. Staff were flexible and deployed effectively, which meant that children were always well supervised.

Children benefitted from staff who were courteous and respectful to one another which created a relaxed and happy environment. They placed children at the heart of their work and were observed to be responsive to their learning and wellbeing needs. New children to the service were settled, happy and explored the environment freely. Staff displayed warmth and kindness, which enabled children to feel valued, loved and secure. One parent commented that they felt staff were, 'very welcoming, happy and enthusiastic'.

An induction checklist was in place and staff ticked or initialled this to highlight that they were aware of the required information. Staff shared that they participated in informal check-ins with the nursery leadership team. We suggested that the service review the National Induction toolkit and consider introducing more formal and regular reviews. This would ensure staff were well supported and had any potential needs met in a timely manner.

Staff had participated in a range of training and spoke enthusiastically about their learning and the impact on their practice. Staff had lead roles in sharing their learning at team meetings, which helped to move practice forward and provided quality experiences for children. Staff evaluated their training using the SSSC (Scottish Social Services Council) recording platform. This meant that training was meaningful and embedded within practice.

## 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).

## 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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 cànanan eile ma nithear iarrtas.

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.



## Barnhill Primary School Nursery Day Care of Children

Falkland Crescent  
Broughty Ferry  
Dundee  
DD5 3SQ

Telephone: 01382 436 993

**Type of inspection:**  
Unannounced

**Completed on:**  
16 November 2023

**Service provided by:**  
Dundee City Council

**Service provider number:**  
SP2003004034

**Service no:**  
CS2003016931

## About the service

Barnhill Primary School Nursery provides a care service to a maximum of 64 children at any one time, aged from 3 years to those not yet attending primary school.

Barnhill Primary School Nursery is situated in a residential area of Broughty Ferry. The nursery is close to local amenities such as libraries, shops and parks. The nursery accommodation comprises of a large playroom, with a large secure outdoor play area. Toilets are situated off the main playroom. Children also have access to the school gym hall for active play. The nursery has a secure door entry system in place.

## About the inspection

This was an unannounced inspection which took place on 15 and 16 November 2023 between 09:00 and 16:30. Two inspectors carried out the inspection.

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.

In making our evaluations of the service we:

- spoke with children and 14 parents using the service
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Children had fun and were empowered to lead their own play and learning. They were fully engaged in a range of stimulating activities that were a good mix of spontaneous and planned. Their progress and achievements were well recorded and shared with parents.
- Families were found to have a high level of involvement within the setting. Staff promoted very good communication with range of virtual and in-person approaches. Parents reflected that, "The communication via seesaw is regular and helpful and all staff are extremely approachable."
- Children benefitted from a setting that was well furnished, comfortable and homely. Soft lighting, children's framed artworks and size appropriate furniture created a warm and nurturing space where children could feel safe and ready to play and learn.
- The manager and staff clearly valued the views and opinions of the children and families' using the service. The majority of parents and carers felt that they and their child were involved in a meaningful way to help develop the setting and that their ideas and suggestions were used to influence change.
- Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions that they were committed and enthusiastic professionals. As a result, children received high quality care, play and learning experiences.

## 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 benefitted from a respectful caring setting, where staff interactions were kind and warm. Mindfulness was promoted throughout the service to build children's self-esteem and support them explore and manage their emotions. For example, affirmations such as, "I am thankful," were shared with children and families to promote positive and loving ethos. All parents and carers strongly agreed that they were happy with the care and support their child receives. One parent commented, "It's friendly, inclusive, nurturing, educational and fun all rolled into one." As a result, children were consistently nurtured through daily experiences.

All parents commented that staff knew their child very well. One commented, "All staff seem very knowledgeable. Every member of staff can answer my questions or give me information about my child." This was a result of effective communication and personal planning. Tailored support was recorded, clear and included meaningful detailed strategies for children who required additional support. This ensured all staff could easily access information to provide consistent care that was right for that child. Each child was also part of a group, which celebrated their own identity as a group. Each group had their own area, colour and mascot, which children took great pride in. This promoted a sense of community and belonging within the service.

Families were found to have a high level of involvement within the setting. Staff promoted very good communication with range of virtual and in-person approaches. Parents reflected that, "The communication via seesaw is regular and helpful and all staff are extremely approachable." Another commented that, "The nursery staff make us feel so welcome and I see them as being part of our family. They always go above and beyond." They were given ownership of aspects of the nursery, for example, they could take part in a parent led lending library. Staff successfully promoted an open-door policy. Drop-offs and pick-ups were seen to be full of warmth and love. All staff, children and family members valued these parts of the day as an opportunity to reconnect, bond and share stories.

Mealtimes were an unhurried, calm and respectful experience for children. Staff sat with children to promote conversations whilst ensuring they were safe. One child asked when they would next have oranges because that was their favourite. The staff member's response was kind and thoughtful, letting the child know they would share this and see about having oranges added to the shopping list. Parents also told us this happened regularly for children, commenting that, "my child mentioned that they liked pears, so pears were then added to the snack list. My child helped to prepare them." This impacted on children's wellbeing as they were valued and respected.

Staff worked well with other agencies, such as Speech and Language Therapists (SLT) and Accessible Inclusion Support (AIS) to ensure children got the support they need to reach their full potential. Information was shared effectively between children, families and staff, to ensure everyone had a very good understanding of the children's individual needs. This enabled children to thrive.

### Quality Indicator: 1.3 Play and learning

Children were fully engaged in their play and enjoyed a range of fun and stimulating activities that were a good mix of spontaneous and planned. For example, children were seen busy at the tinkering table, deconstructing and building a chair. At the playdough station children were given clear instructions to create a mixture. Staff were seen intervening when needed and providing children with valuable space to make their own mistakes and try again. In the construction area children were immersed in problem solving and worked together with their friends, to create a long train track. All parents and carers strongly agreed that their child had opportunities to be involved in meaningful, interesting and fun play experiences.

One parent commented that their child, "is always learning new things - even sign language which is just amazing. They are always busy playing and learning which is fantastic." Children were empowered in their play and learning through staff's skilled interactions. This was particularly evident during group times, which were led well by staff. Their contributions were valued and staff used a range of tools and theories to engage children to ensure they got the most from the activity. For example, staff skilfully used puppets, musical instruments and literacy bags to create a fun stimulating learning experience. As a result, children were fully engaged while exploring numeracy, literacy and language with their friends.

Children's progress and achievements were recorded within learning journals, a tracking system and personal plans. One parent shared that, "It is a testament to the staff how easily our child settled into nursery and how much they are thriving in their preschool year. They must work so hard to give their learners the best every day and we cannot thank them enough." We found that children were proud of their learning journals, as some chose to sit with inspectors and shared their memories of activities and experiences they had had. The management team added comments of praise and recognition within these journals, to celebrate children's achievements. This further promoted a respectful and caring ethos within the service that valued the individual learner. The management team had used self-evaluation, moderation and peer reviews to identify how they could enhance their planning approaches, to ensure it reflected the needs of children attending the service.

Staff made very good use of the community. For example, they created opportunities for children to visit a local care home, museum and the theatre. Furthermore, staff were open and welcoming to families and regularly promoted stay and play opportunities to involve parents and carers. One such event was 'Bedtime Bookbug' whereby children came along to the service after hours, in their pyjamas to hear a story before bed. This was well received by families as they were able to attend after their own workday and felt more included as a result. This positively impacted the wider sense of community and belonging within the nursery.

## 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 benefitted from a setting that was well furnished, comfortable and homely. Soft lighting, children's framed artworks and size appropriate furniture, created a warm and nurturing space where children could feel safe and ready to play and learn. Parents shared that it was a, "home away from home - the pictures on the walls make it lovely to visit and have a nosey at what they have been doing."

Spaces throughout the nursery had children's care, play and learning needs at the heart of the design. Areas promoted skills in understanding, thinking, investigation and problem solving. One parent told us, "The set up of the nursery is very attractive with engaging play provocations set up. My child always seems to be busy and talks about lots of different areas." Staff skilfully used the outdoors as an extension of the indoor learning environment. Children benefitted from free flow access to enable them to lead through their own interests. As a result, the setting's indoor and outdoor environments provided developmentally appropriate spaces.

All parents strongly agreed that their children were safe whilst in this setting. We found the environment and equipment to be safe, secure and well-maintained. Staff encouraged children to share their thoughts and opinions when completing risk assessments. This enabled staff to have a deeper understanding to the safety of the environment from the child's perspective.

A few whiteboards and fire registers were used to record how many children were in the building or play outside and this was regularly updated as children left the service. Staff communicated well with one another as children moved areas and ensured they deployed themselves, to meet the needs of the different nursery areas effectively. As a result, children's safety was maintained.

Cleanliness of the service was of a high standard. Handwashing routines were well established by both children and staff. This ensured any risks in relation to spread of infection was minimised. The management team undertook prompt action to reduce risks of cross contamination in the toilets and nappy changing area. This ensured children, families and staff accessed a safe environment that promoted good health.

## 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

A shared vision, values, aims and objectives, positively informed practice. The nursery worked alongside the school to create consistent values that were reflective of the children's care, play and learning needs. The manager used parental views, asking questions such as, "do you feel connected to us?" and "are we promoting a positive, warm and welcoming environment for you all?" Their responses were carefully considered and used to identify strengths and areas for improvement. A display had been made to showcase what was shared and what the service had done in response. This included revisiting their vision, values and aims. This ensured the vision, values, aims and objectives remained supportive of children's and families' expectations and needs.

The manager and staff clearly valued the views and opinions of the children and families' using the service. The majority of parents and carers felt that they and their child were involved in a meaningful way, to help develop the setting and that their ideas and suggestions were used to influence change. One parent told us, "We are regularly asked for inputs, for example, our children's likes, interests and asked for photos to develop the setting and inform the planning of areas." It was evident that the service actively listened and acted upon everyone's views. Events such as 'Nursery Natters' happened regularly to welcome everyone into the service. These were facilitated well and used as an opportunity to build positive relationships with families.

Children's views were continually shaping their service. Cameras were available to children in all areas, including the outdoors, so children could capture their experiences and learning. A photo album was then created to collate all the photographs and provided opportunities for everyone to take part in reflections and discussions. As a result, children and families were meaningfully involved and were able to influence change within the setting.

Quality assurance, including self-evaluation and improvement plans, were in place and led to continuous improvement. The manager had a very good system in place that supported effective audits and monitoring of children's outcomes. Evaluations were found to be honest and practical. The current improvement plan focussed on three main priorities, enhancing digital technologies, effective planning and promoting children rights. Champions were appointed to lead on these areas and drive improvement. Updates were regularly shared with parents, for example, post-its were added to the wall in the foyer as a way to quickly share progress with parents. This ensured everyone felt included in the developments within the service and were able to work collectively towards a shared vision.

## 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

Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions that they were committed and enthusiastic professionals. A staff member told us that there was, "a feeling of great respect and fulfilling relationships between the children and staff." We found evidence of this throughout the nursery. As a result, children received high quality care, play and learning experiences.

The majority of parents and carers strongly agreed that they felt confident that staff had the appropriate skills, knowledge and experience to care for their child and support their learning. We found staff to be confident in their roles and aware of how they could best support children. Staff were able to lead on changes in the service, using their own interests and research to drive positive change. Parents consistently described staff as nurturing, welcoming, passionate and enthusiastic.

Levels of staff were effective. One parent commented, "I think the staff are brilliant, they have made my child's and I's transition into nursery very good. My child is so comfortable in the setting and with all the staff." The deployment of the staff team enabled them to be fully engaged and present in children's care, play and learning. We observed staff maintaining very good supervision through effective and respectful communication. This enabled staff to follow a child's needs and interests without compromising other children's experiences.

There were clear processes in place for mentoring and supporting temporary agency staff. All staff told us they felt well supported in their roles. This enabled them to build confidence and influence positive change within the service. For example, break times were changed to support positive attachments between children and staff, following one member of the team's suggestion.

Parents knew staff within the team and were able to share the positive impact staff had had on their children's experience and outcomes. A parent told us, "My child seems to have a very close bond with their key worker. I feel like the nursery staff always go above and beyond and I appreciate all their efforts."

## 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).



## 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 ਵਿਚ 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.

## Camperdown Primary School Nursery Class Day Care of Children

Buttars Street  
Dundee  
DD2 4PQ

Telephone: 01382 436 647

**Type of inspection:**  
Unannounced

**Completed on:**  
3 November 2023

**Service provided by:**  
Dundee City Council

**Service provider number:**  
SP2003004034

**Service no:**  
CS2003016932

## About the service

Camperdown Primary School Nursery provides a daycare of children service in Dundee. The service is registered to provide a care service to a maximum of 74 children between the ages of 3 years and those not yet attending primary school.

The service is based in a residential area of Dundee and is close to local shops, parks, and other amenities.

## About the inspection

This was an unannounced inspection which took place on 02 November 2023 between 09:00 and 16:30. Feedback was shared with the service on 03 November 2023. The inspection was carried out by two inspectors 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:

- observed practice and daily life
- spoke with staff and the nursery leadership team
- spoke with children
- reviewed documents
- gathered the views of 15 families through MS Forms.

## Key messages

- Children's experienced interesting and motivating play and learning opportunities, which sparked their imaginations and curiosities.
- Children benefitted from secure relationships with their key workers, who knew them and their individual needs and preferences well.
- Mealtimes provided opportunities for children to develop life skills in a sociable and nurturing environment.
- The indoor and outdoor environment embedded opportunities for children to explore natural and real-life materials.
- There was a shared understanding of the improvement priorities across the staff team, to support positive outcomes for children and families.
- Staff deployment was effective in supporting continuity of children's care and supervision.

## 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 were warmly welcomed on arrival by staff, which promoted a sense of belonging and value. Staff were down at children's level and most interactions were gentle and warm. One parent commented, 'My child really enjoys coming to nursery'. We discussed the use of tone of voice by some staff when interacting with children, to ensure it continued to promote a nurturing ethos. Cuddles and comfort were offered as required and as a result, children appeared confident, happy and settled.

Life skills and independence were promoted, as staff encouraged children to try for themselves, for example when getting dressed for outside play. Children spoke about being given 'jobs' within the nursery. One child said, 'Did you know I have a job? I wipe and dry the climbing frame and slide'. This further developed children's sense of responsibility and independence.

Key workers confidently discussed strategies in place to meet individual needs. ABLe (Addressing Barriers to Learning) plans had been adapted to create a more nurturing and positive relationship with families. Staff should ensure a consistent approach within agreed strategies, for example, where specific visuals are agreed, this practice should be followed. It would be beneficial for the senior team to focus monitoring observations on the interactions between staff and children to support consistency.

Staff spoke knowledgeably about children's individual needs, likes and preferences. It was clear that positive relationships had been established. We suggested that the service streamline the information gathered within children's personal care plans and all about me information. The senior team should develop methods to audit personal plans and permissions, to ensure these are reviewed and updated with families, every six months, in line with legislation.

Medication procedures supported safe storage and administration to safely meet the health and medical needs of children. Monthly audits were carried out by senior staff members, to ensure that procedures were still effective and in line with current guidance.

Nappy changing maintained children's privacy and dignity as they were changed in an area protected by a screen. Children's rights were respected as staff asked for their permission before carrying out tasks and spoke with the child throughout. This promoted a nurturing experience. We discussed infection control procedures with staff to reduce any risk of the spread of infection.

Mealtimes were unhurried and provided opportunities for staff and children to enjoy conversations together. Staff spoke with children about their morning and the activities they had been involved in. Children offered to help their friends, pouring drinks and scooping out the peas. Staff actively reflected on the lunchtime experience and had developed this, to promote a nurturing experience, which avoided disruption to children's free play. As a result, children experienced sociable mealtimes.

### Quality Indicator 1.3 Play and Learning

Children were leading their own play and learning and benefitted from the wide range of loose parts and natural materials. Sensory and fine motor learning were extended within the mud kitchen using real fruits and cutlery. This enabled children to talk about the smell and taste, as they played, as one child repeated, 'lemon, sour'. Most staff skilfully extended children's play and learning through their use of effective, open-ended questions. One child was interested in finding the 'gold' within the sand tray and staff skilfully modelled language and extended their learning. This meant that children's interests were followed.

Literacy and numeracy learning was offered across a range of varied experiences. Mathematical language was introduced, as staff compared sizes and counted out peas from pea pods, with children. Learning from group times was extended into children's play, as they were observed building bridges for the 'Billy goats gruff'. Some staff were observed using Makaton with children. A Makaton champion had been identified within the staff team and we supported their goal to create a more universal approach, to the use of Makaton within the service. This would support all children's communication skills.

Planning was responsive to children's interests and focussed on developing their understanding of the SHANARRI wellbeing indicators, which are, safe, healthy, active, nurtured, achieving, respected, responsible, included. These were used to highlight children's progress, achievements and to identify next steps. Staff shared that they met regularly to discuss, plan and reflect on children's current interests, progress and needs.

The service made effective use of the community with recent trips to the V&A and science centre. Children had opportunities to go to the shop and buy snack for the nursery. This meant that children were developing a sense of belonging within the community.

Children had ownership of their learning journals and were keen to share these with inspectors. Observations reflected children's learning and voice and the senior team were aware of the need to develop a consistent approach within the quality of these. Families had opportunities to comment on their children's learning, which supported them to be involved and valued. We found that not all learning journeys were consistently updated. The senior team were aware of this and were carrying out moderation through audits. This would ensure a consistent approach to develop staff skills and embed children's progress and achievements.

## 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

A bright, warm, homely and welcoming environment had been created. Artwork displayed at children's height, photographs and a family book helped to establish a sense of belonging. 'We belong boxes' further promoted children's ownership and belonging through a dedicated space where they could add photographs and artwork. One parent shared that they felt the service had established a 'friendly and creative atmosphere for children'. The service was furnished to a high standard with soft lighting and cushions providing opportunities for rest and relaxation. There was ample space for children to move around and they had the flexibility to transport resources. This demonstrated that children mattered.

The indoor and outdoor areas were sensitively structured and took account of children's age and stage of development. Natural, loose parts and real-life resources promoted children's imaginations, creativity and sparked their interests and curiosities. Resources were easily accessible and at child height, which promoted children's ownership of their chosen play experiences.

The outdoor space provided further opportunities for children to be creative and assess their own risks in play. Children were observed working together to create 'racing tracks' using big blocks, crates and planks of wood. Staff skilfully supported their interests by encouraging children to think about their own safety without interrupting their play. The free-flow access to the outdoor space meant that children could choose where and who to play with.

A register on the door recorded how many children were in the building and this was regularly updated as children left the service. Staff communicated well with one another as children moved areas and ensured they deployed themselves, to meet the needs of the different nursery areas effectively. As a result, children's safety was maintained.

Risk assessments identified potential hazards and actions taken to reduce these. A mesh covering had been added to the fence to promote children's safety within the service. The head teacher shared that the authority was currently in the process of adapting risk assessment procedures for all services. They shared that all services would have general risk assessments, however, the service would continue to adapt assessments to reflect provision and children's needs.

Monthly audits of accidents and incidents demonstrated that the service were actively reflecting on how to maintain children's safety. These focussed on identifying trends and exploring whether any further action was required. This meant that children's needs were met.



**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**

A vision and values were in place and promoted respect, equality, nurture and inclusion. The nursery had identified the need to review this vision with plans to refresh this in consultation with children and families. This would ensure that the vision remained relevant to the community within the service, demonstrating inclusion.

Families were warmly welcomed into the service as they dropped off and collected children. Staff shared information regarding their children's experiences, which supported them to feel involved. A range of opportunities were available to involve families within the life of the service. These included, Bookbug, stay and play, Chattertots, learning at home bags and newsletters. Some families shared that they would like more information about their child's learning and the life of the nursery. One parent felt they would like more information when staff leave the service and new staff join the team. The senior team shared that Seesaw was in the process of being reintroduced to further support keeping families informed. One parent commented, 'Staff are really friendly and take time to tell you about your child's day'. The service regularly provided opportunities for families to share their views and were proactive in giving feedback through a 'you said, we did' format. As a result, families were valued at the heart of the service.

A clear and detailed improvement plan had been created and staff spoke confidently about the identified priorities within this. A robust quality assurance calendar identified when tasks would be carried out and staff had begun to adapt this. We discussed the need to now capture the progress the service had made within their improvement plan, to highlight achievements and next steps. This would ensure that progress was measured and purposeful.

There were regular opportunities for staff to come together and share key messages. These varied from morning huddles to planning meetings and practice discussions. Staff spoke positively about meeting in smaller teams to ensure breadth and knowledge of children's learning and benefitted from coming together, as a whole team, to develop consistency. The senior team had plans to review self-evaluation more formally during the upcoming in-service days. Staff spoke passionately about their championship roles and their ability to share new learning with the team during staff meetings. This meant that staff were valued as leaders of learning.

Peer monitoring and moderation alongside professional support visits from the senior leadership team supported staff to celebrate achievements and develop practice. The senior team had plans to further embed monitoring to promote consistency and quality across the service.

Policies and procedures were in place and these were regularly reviewed and shared with staff to ensure a consistent approach. This meant that families had the right information about expected practice and procedures.

## 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

Children benefitted from a staff team who were enthusiastic about using their interests and skills to promote positive outcomes. There was a mix of skills and experience across the team and staff were confident to call upon the support of their colleagues. They were committed and passionate about their work with children and the support they provided. One parent commented, 'All staff are very warm and friendly and also very keen to help'. This meant that children experienced high quality care.

Staff communicated and worked well together, to ensure children were safe and engaged in quality experiences, throughout the session. Staff breaks were managed well and did not impact the support or supervision children received. They were clear on their roles at key times of the day, which enabled the team to carry out tasks without impacting children's experiences. Some families were concerned that there did not always appear to be enough staff in the service. We found that ratios were maintained and staff were deployed effectively, which meant that children were always well supervised.

There was a positive ethos within the service and staff enjoyed working together. Staff spoke positively about the service and felt they worked well together as a team. Staff recognised that leadership roles were in the early stages of development and were keen to take these forward. This demonstrated that a motivated staff team supported children.

Staff had participated in a range of training and spoke enthusiastically about their learning and the impact on their practice. Staff had lead roles in sharing their learning at team meetings, which helped to move practice forward and provided quality experiences for children. Training was evaluated using the SSSC (Scottish Social Services Council) recording platform. This meant that training was meaningful and embedded within practice.

Children were protected from harm as staff understood their responsibility in relation to safeguarding. They were confident in recognising and responding to any concerns and had systems in place to record these. All staff had participated in child protection training and were clear on who they would report any concerns to.

New staff to the service were provided with an induction pack. The senior team shared plans to introduce the National Induction Toolkit and we would support this. This would provide staff the opportunity to reflect on their practice and identify any training needs. We suggested that it would be beneficial for a mentor to be appointed throughout the induction process and for checklists to be dated. This would ensure staff fully understand the expectations of their role and the service.

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

#### Requirement 1

To ensure staff can safely meet children's individual health and wellbeing needs, the provider must ensure that medication procedures and storage are in line with best practice guidance. Medication must be checked appropriately, and documentation completed and reviewed accurately. More robust quality assurance processes must be introduced to monitor practice. This must be completed by 31 January 2020.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24) and in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instrument 2011/21

This requirement was made on 10 January 2020.

#### Action taken on previous requirement

Medication procedures supported safe storage and administration to safely meet the health and medical needs of children. Recording systems ensured staff gathered detailed information to support them administer medication safely when required. Parents' permission was sought, and review meetings took place which supported the service gather the most up to date information. Monthly audits were carried out by senior staff members to ensure that procedures were still effective and in line with current guidance.

Met - within timescales

### 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).

## 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 nìthear 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.

This page is intentionally left blank

## Quarry View Nursery Day Care of Children

9 Lothian Crescent  
Whitfield  
Dundee  
DD4 0SQ

Telephone: 01382 438 646

**Type of inspection:**  
Unannounced

**Completed on:**  
8 December 2023

**Service provided by:**  
Dundee City Council

**Service provider number:**  
SP2003004034

**Service no:**  
CS2003042570

## About the service

Quarry View Nursery is a day care of children service, registered to provide care to a maximum of 134 children from the age of 2 until they are of an age to attend Primary School. No more than 30 children may be aged 2 years.

The nursery operates from North East Campus in the urban area of Whitfield, Dundee. The children are accommodated within two playrooms designated for different age groups. The large open plan space for three to five year olds includes, a separate room known as 'The Snug' for comfort and enclosure. There are three office spaces, a family room and a separate staff room. The children have free flow access to fully enclosed outdoor areas that are accessible from each playroom. The nursery has a secure door entry system in place.

## About the inspection

This was an unannounced inspection which took place on 5, 7 and 8 December 2023 between 08:45 and 16:45. Three inspectors carried out the inspection.

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.

In making our evaluations of the service we:

- spoke with children and 24 parents using the service
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.



## Key messages

Children benefitted from a respectful, caring setting where staff interactions were kind and supportive. All staff welcomed children and families warmly into the service, promoting an inclusive ethos.

The pace and flow of the day was attuned to children's needs and wishes, supporting them to feel settled and engage well in their play and learning.

Staff successfully created highly engaging opportunities for children. Language, literacy and numeracy was fully embedded throughout and well facilitated by staff.

Children benefitted from a setting that was furnished and decorated to a very high standard. Within the playrooms lighting and various fabrics were used to soften spaces, providing a real sense of warmth and comfort.

The manager effectively raised standards by empowering and motivating staff. Staff were encouraged to read up to date research and best practice, to reflect on their practice and enhance children's outcomes.

Staff at all levels of experience were observed engaging well with children, ensuring they were down at their level listening to them and valuing their views and opinions. Staff were keen to support one another and communicated effectively to ensure children were well cared for.

## 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 benefitted from a respectful, caring setting where staff interactions were kind and supportive. All staff welcomed children and families warmly into the service, promoting an inclusive ethos. Parents commented that it was clear that staff were, "invested and cared for each child."

The pace and flow of the day was attuned to children's needs and wishes, supporting them to feel settled and engage well. Staff used effective personal planning to capture in depth information in relation to children's care and support needs. This enabled them to be responsive and compassionate to children as a result, which impacted positively on their wellbeing.

Staff worked well with other agencies, such as 'Speech and Language Therapists' (SLT) and 'Accessible Inclusion Support' (AIS) to ensure children got the support they need to reach their full potential. Information was shared effectively between children, families and staff, to ensure everyone had a very good understanding of the children's individual needs. This enabled children to thrive.

The views, knowledge and expertise of families were fully recognised and valued. Staff had very good relationships with families, enabling positive partnerships to identify achievements and strategies based on individual needs. Events were held to include families, such as trips to a local Café, community walks and arts and craft fayres. Parents told us they enjoyed these events, finding them a great success and would value more organised activities. As a result, everyone was included and respected.

Snack and mealtimes had been fully considered to ensure children received high quality experiences. Staff had reflected as a team and adapted the environment to promote further independence and nurture for children. Lampshades hung from the ceiling to create a homely feel, while staff sat with children to keep them safe and encourage the development of their social skills. All children experienced a good level of independence as they were encouraged to serve their own snack and pour their own drinks. This valued children and provided them with a caring and positive social experience.

### Quality Indicator: 1.3 Play and learning

All children were fully engaged and having fun in their play and learning. Areas in the nursery, including 'The Snug', creative area and outdoor space, were well thought out and set up with clear intentions and provocations for children to investigate and explore. As a result, children received high quality experiences.

Staff successfully created highly engaging opportunities for children. Language, literacy and numeracy was fully embedded throughout and well facilitated by staff. For example, they used group times and circle games well to promote language and numeracy skills through repetition and song. Snack time included positional language and quantities to provide an immersive learning experience for children, which helped develop their mathematical skills. As a result, children were able to learn in fun interesting ways.

Children's progress and achievements were recorded in learning journals, a tracking system and personal plans. One parent shared that, "The staff go above and beyond with updates on seesaw involving everyone, including families and children, to take part." Children were proud of their learning journals, as some chose to sit with inspectors and shared their memories of activities and experiences. The management team had used self-evaluation, moderation and peer reviews to identify how they could enhance their planning approaches, to ensure it reflected the needs of children attending the service.

Children were empowered to lead their own play and learning. Staff were mindful to provide choice and respected children's decisions throughout the setting. Boards had been custom made to allow children to negotiate turn taking in more popular areas, such as the IT area. They selected their photograph and added it to the corresponding board. This let their friends and staff know they wished to take part. This promoted fairness while developing children's social skills.

Children's experiences were enhanced by staff's skilled interactions. Staff were confident when to intervene and when to allow children the time to problem solve on their own. Effective questioning was used to extend children's interests and learning, for example, starting questions with, "I wonder ...". Some groups of children would wear stickers to encourage staff to ask them questions about what they were learning, for example, "Ask me about the word of the week, frozen". This encouraged children to explore and investigate deeper due to high quality interactions from staff.

## 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 benefitted from a setting that was furnished and decorated to a very high standard. An inviting foyer included, a slideshow of children's experiences, a visual improvement plan for everyone to follow and a family floorbook, to keep everyone up to date with children's play and learning. Soft seating encouraged family members to feel welcomed and included in the service.

Within the playrooms, lighting and various fabrics were added to soften spaces which provided a real sense of warmth and comfort. Staff had recognised that the open planned space in the three to five year old's playroom could sometimes impact on children's wellbeing and quality of play and learning. As a result, a snug space had been adapted to create a nurturing enclosed area where children could read, play with puppets or relax. One parent shared, "My child loves being at nursery and has made use of the snug area when she's been in need of a rest." Another told us, "They have made my child feel so safe and made it such a friendly environment." This impacted positively on children's sense of security and belonging.

Spaces throughout the nursery had children's care, play and learning needs at the heart of the design. Areas, such as the walk way, creative space and tinker table, promoted skills in understanding, thinking, investigation and problem solving. Staff skilfully used the outdoors as an extension of the learning environment. Children benefitted from free flow access to enable them to lead through their own interests. As a result, the setting's indoor and outdoor environments provided developmentally appropriate spaces.

Children were supported to be healthy through effective infection prevention and control procedures. Handwashing took place by children and staff at appropriate times. This helped to minimise the risk of spread of infection.

All parents strongly agreed that their children were safe whilst in this setting. We found the environment and equipment to be safe, secure and well-maintained. Staff encouraged children to share their thoughts and opinions when completing risk assessments. This enabled staff to have a deeper understanding to the safety of the environment from the child's perspective.

## 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

The vision, values and aims of the setting reflected the service provided. A culture of continuous improvement was embraced by staff, which enabled children to have consistently positive experiences. This resulted in a very happy, safe and supportive environment for children and their families.

The manager and staff clearly valued the views and opinions of the children and families' using the service. The majority of parents and carers felt that they and their child were involved in a meaningful way to help develop the setting and that their ideas and suggestions were used to influence change. One parent told us, "Management team always go above and beyond and have time for families." It was evident that the service actively listened and acted upon everyone's views. For example, children could vote for stories, songs and snacks and the results were posted online to engage everyone and celebrate children's choice.

Quality assurance, including self-evaluation and an improvement plan, were in place and led to continuous improvement. The management team and staff all had high aspirations in supporting children and families to reach their full potential. Parents and carers told us they felt confident in the management teams skills and abilities to provide their child with high quality experiences. One parent commented that, "The head teacher is a face I see daily which is comforting. She is a very nice compassionate lady."

The manager effectively raised standards by empowering and motivating staff. Staff were encouraged to read up to date research and best practice, to reflect on their practice and enhance children's outcomes. For example, quality environment and consistencies within floorbooks had been a focus for development. Training was arranged for all staff to agree a consistent approach. This enabled everyone to work together with a shared vision.

Staff were appointed lead roles, known as 'Curriculum Champions', to drive improvement in areas, such as Information and Communication Technologies, Literacy and Word Aware. Updates were regularly shared with parents, this ensured everyone felt included in the developments.

## 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

Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions that they were committed and enthusiastic professionals. A staff member told us that there was, "strong teamwork in the setting, where staff were willing to support each other and share good practice. Children were at the heart of all learning and staff are nurturing and patient." We found evidence of this throughout the nursery. As a result, children received high quality care, play and learning experiences.

The knowledge and skills of staff across the whole day had a positive impact on children. They used their initiative to ensure children were safe and well supported. Staff at all levels of experience were observed engaging well with children, ensuring they were down at their level, listening to them and valuing their views and opinions. Staff were keen to support one another and communicated effectively to ensure children were well cared for.

Levels of staff were effective in providing high quality care and support. One parent commented, "Staff work really hard to make sure children are happy and settled cannot fault them." The deployment of the staff team enabled them to be fully engaged and present in children's care, play and learning. We observed staff maintaining very good supervision through effective communication. This enabled staff to follow children's needs and interests without comprising on other's experiences.

Families benefitted from an open-door policy, where they were welcomed into the service to see the environment and get to know staff. Any changes to staffing, such as children's keyworkers were well considered. The management team ensured there was appropriate time to provide a detailed handover of information. This ensured children and families experienced consistency and allowed positive attachments to be formed.

Parents knew staff within the team and were able to share the positive impact staff had had on their children's experience and outcomes. A parent told us, "Quarry view nursery is a brilliant, well-led nursery that has plenty of opportunities for the kids to learn and grow. Staff are kind and empathetic and always make themselves available if the parents have any concerns or need guidance. I feel very lucky my child is able to go there."

## Complaints

Please see Care Inspectorate website ([www.careinspectorate.com](http://www.careinspectorate.com)) for details of complaints about the service which have been upheld.

## 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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.

অনুব্রুহসাপেক্ষে 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.

This page is intentionally left blank



## Forthill Primary School Nursery Day Care of Children

Fintry Place  
Broughty Ferry  
Dundee  
DD5 3BE

Telephone: 01382 436 935

**Type of inspection:**  
Unannounced

**Completed on:**  
23 February 2024

**Service provided by:**  
Dundee City Council

**Service provider number:**  
SP2003004034

**Service no:**  
CS2003016936

## About the service

Forthill Primary School Nursery is registered to provide a care service to a maximum of 52 children from the age of 3 to those not yet attending primary school.

The nursery operates from purpose-built facilities within Forthill Primary School, Broughty Ferry, Dundee.

The nursery comprises of a large playroom with toilet facilities outside the playroom door.

Children access the secure outdoor area directly from the playroom.

## About the inspection

This was an unannounced inspection which took place on Wednesday 21 February 2024 between 09:15 and 15:50. The inspection was carried out by two inspectors from the Care Inspectorate. Feedback was given to the service on Friday 23 February 2024.

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 children using the service and reviewed feedback from 14 of their families;
- spoke with staff and management;
- observed practice and daily life;
- reviewed documents.

## Key messages

- Children were happy, settled and having fun at nursery.
- Children experienced kind, compassionate and nurturing care from staff.
- Staff worked effectively as a team to meet children's individual needs.
- Management and staff were committed to the continued development of the service.

## 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 received warm, nurturing care from a staff team who knew them very well. Positive relationships and strong attachments resulted in children feeling secure, happy and loved. One parent said, "Very nurturing, the nursery staff take an interest in the children not only at nursery but their interests and family out with the nursery setting". We saw staff were responsive to children's needs and cues, down at their level, sitting on the floor or crouching down when speaking with them. Children were encouraged and praised throughout the inspection visit. Their achievements in nursery and at home were recognised and celebrated which meant children felt valued and respected. We saw children ask staff for cuddles if they wanted them and staff offer cuddles when appropriate.

Staff spoke confidently about children's care needs and how these were supported and met daily. Information was gathered for all children within personal plans and ABL (Addressing Barriers to Learning) plans where needed, to support children's health, welfare and safety needs. These plans were reviewed regularly and updated when necessary to ensure children were supported to reach their potential. The staff team worked in partnership with families and other professionals to ensure children received consistent support to meet their needs.

Children were encouraged to be independent while attending the service, for example, choosing where and with what they wanted to play with, self-serving at snack and putting coats and wellies on for going outside to play. These opportunities supported children to be confident, make decisions, problem solve and develop their self-esteem.

Interactions between staff and children were warm, responsive and engaging, supporting children in their play and learning. Staff had formed respectful relationships with families which supported them to feel included in nursery life. Parents/carers were encouraged to come into the service to share their children's nursery experiences and to have support with everyday learning opportunities, for example, attending stay and play and PEEP (Parents as Early Education Partners) sessions.

Lunchtime was a calm, sociable and unhurried experience for the children. Staff sat with the children mostly, encouraging a variety of conversations and modelling skills such as cutting up food. Children served their side dishes, poured their milk or water and cleared away their food and plates when finished.

Children's safety and protection were of high importance to management and the staff team. Medication was appropriately stored with the necessary paperwork completed by parents before medication was administered. Staff had undertaken child protection training and were confident in the procedures to follow should they have any concerns about the children. Annual refreshers supported their knowledge and practice.

### Quality Indicator 1.3 Play and learning

Children were happy and having fun as they actively engaged in their play and learning. Children chose where they wanted to play and with what, which encouraged and supported their individual interests.

We observed the children enjoy a range of age and stage appropriate resources and activities, such as playdough with loose parts and real-life utensils and scissors, glue and Sellotape while they got creative with the junk modelling. Staff shared that they had recently been evaluating the children's learning environment from the 'eyes of the child,' to ensure the resources and spaces were 'beautiful and inviting' for them.

There was a balance of spontaneous and planned activities, such as gym time, which incorporated numeracy and literacy along with current interests, such as, counting pancakes during a singing activity. Group time also provided the opportunity for a planned activity, with the children enthusiastically involved. A group of children worked together to create a hotel from the large building blocks, using their imaginations and critical thinking skills as they planned and created. They eagerly shared their thoughts and suggestions with each other and a member of staff, who encouraged and extended their thinking skills and decision making. Effective questioning was used by most staff to support and extend children's thinking and decision making. Staff should be supported to further develop their questioning skills.

Staff had a responsive approach to planning children's learning, taking the lead from the children's interests and ideas. Observations of children's development, learning and progress were recorded by staff in the children's learning journals which were shared with their families. Floor books were used to track children's interests and activities throughout the nursery, with the child's voice evident within these floorbooks. As discussed, this could be further developed through encouraging children to mark make their own quotes or pictures. This would allow the children to take further ownership of their learning. The floorbooks were displayed around the play space, providing opportunities for the children to revisit previous learning and relive their experiences. Staff talked about the continued development of the floorbooks through the evaluations and reflections that had been undertaken.

Numeracy and literacy were naturally woven into the children's environment, including number lines, rulers, a variety of books, environmental print and signage. Number cards and boards were used at snack to support children with their snack choices.

Children were supported with the planning and ordering of snack shopping, using technology. They were also provided with learning opportunities through interactive games on the computer and number games on the iPad. This allowed children to explore different ways of using technology to support their interests and learning.

Children had the opportunity to explore their local community, through walks to the park, library and visits to sheltered housing. This allowed the children to be connected and feel part of their community.

## 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

The nursery environment was warm, welcoming and inclusive for children and families, which meant they were respected and valued. A parent confirmed there was a "welcoming and a caring environment".

Access to the nursery for parents and children was secure, with a bell used to alert their arrival. Two staff

members were present at the door during drop off and pick up times. This ensured staff knew who was in the building and no children left unaccompanied. This meant children and staff were safe and it also provided opportunities for the sharing of information with parents about their child's day. A parent shared "I like the handover. I'm always given detail about my son's day. He is always happy and excited to tell me how his day has been".

The indoor environment was safe, clean and tidy. The well-maintained playroom was furnished to a high standard with natural light and ventilation. Overhead lights were dimmed later in the day, providing a calm environment for children to explore, while other children had their lunch.

There was ample space for the children to move around, play independently or with their friends. Areas and resources were set out thoughtfully, with the children's view kept in mind. There was space to allow children to extend their activities, for example, building their models on the floor or dancing to music at the computer area. Resources throughout the environment were developmentally appropriate and reflected children's interests, while encouraging numeracy and literacy opportunities.

Toys, loose parts and resources, indoors and outside, took account of the age and stage of development of the children. They were easily accessible to the children encouraging independence, exploration and investigation. The environment reflected their interests and curiosities, for example, children had fun playing with the playdough, using the rollers, cutters, flowers and herbs, dancing to music, listening to stories read by staff and building aeroplanes with engines from Lego. Children had fun outdoors as they balanced on obstacles, mixed paints in water in the tuff tray, rode bicycles and explored shaving foam. Children had free flow access to the outdoors directly from the playroom which provided children with opportunities to play where they wished.

Written risk assessments were in place for all areas of the service. Staff carried out visual risk assessments daily, before the children arrived in the service. We observed a child undertake a child friendly risk assessment outdoors with a staff member, which supported the children to be aware of and assess risk. We advised that the written risk assessments be reviewed and updated where needed.

The service had appropriate infection control measures in place to minimise the potential spread of infection. Staff regularly washed their hands and children were reminded and supported by staff with handwashing as was needed. Personal Protective Equipment (PPE) was used when nappy changing and dealing with bodily fluids to support infection prevention and control.

## 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**

The current vision, values and aims of the service were being reviewed, led by the children. A clear direction for the service was to be agreed through consultations with children, staff and families.

A quality assurance calendar was in place and was to be further developed to support the improvement agenda. An improvement plan was in place with identified priorities to support the continued development of the service, for example, parental engagement. We saw evidence of these improvements being taken

forward through Stay and Play and PEEP sessions. Staff told us these sessions had been well attended and parents were enjoying coming into the nursery and spending time with their child.

Self-evaluation tools such as 'How good is our early learning and childcare' and 'A quality framework for daycare of children, childminding and school aged childcare' were used to assess and reflect on various aspects of the nursery to support development and improvement. Informal and formal monitoring along with auditing, ensured routine and regular reviews of the service were taking place. Staff were encouraged and supported to take on areas of leadership within the service. Regular consultations with children and families supported service development.

The service communicated effectively with families to keep them informed and included in the nursery, for example, children's learning at group time was shared with parents weekly to support this continued learning at home, for example, songs and stories.

Policies and procedures were in place which underpinned the service and supported staff practice. These were reviewed regularly to ensure they remained relevant to the service and continued to follow best practice guidance.

## 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

There was a mix of skills and experience amongst the staff team. Staff worked well together to meet the needs of the children in their care. Staff were responsive and respectful of children during interactions and play. They provided children with time to settle into the day at nursery. This encouraged the children to feel safe and valued. A parent told us "Staff are caring and welcoming".

Staff were effectively deployed throughout the day and supported children well with transitions, such as lunchtime. Staff communicated effectively with each other to ensure children's experiences were not impacted when staff were leaving an area. Staff should be mindful of supervision of the toilets and corridor space, particularly after lunch as children are going to wash their hands.

Staff shared with us how supported and valued they felt since the change in management. Some staff became emotional when sharing with us the impact the Head Teacher has had on the nursery. The staff team talked of seeing the Head Teacher as a colleague and told us they felt valued.

Staff were committed to their professional development and had undertaken training relevant to the children's needs and in areas where support was identified. For example, ABC and beyond training supported children's language skills. In house training took place at staff meetings or in-service days, where staff shared their learning with the rest of the team. A training plan was in place for the staff team which included mandatory training and professional development opportunities which would further enhance their knowledge, skills and practice.

## 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).



## 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 ਵਿਚ 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.

## Jessie Porter Nursery School Day Care of Children

67 Harestane Road  
Dundee  
DD3 0LF

Telephone: 01382 436 513

**Type of inspection:**  
Unannounced

**Completed on:**  
28 February 2024

**Service provided by:**  
Dundee City Council

**Service provider number:**  
SP2003004034

**Service no:**  
CS2003015786

## About the service

Jessie Porter Nursery School is a daycare of children service, registered to provide care to a maximum of 114 children aged from birth to those not yet attending primary school. No more than 30 children will be under the age of 3 years, of whom no more than 10 are age from birth to 1 year.

The nursery is a standalone setting and operates in the urban area of Kirkton, Dundee. The children are accommodated within three separate playrooms designated for different age groups of children. There is a small office and a separate small staff room. The children have access to fully enclosed outdoor areas that are accessible from the respective playrooms. The nursery has a secure door entry system in place.

## About the inspection

This was an unannounced inspection which took place from the 26 to 28 February 2024 between 08:30 and 16:30. Two inspectors carried out the inspection.

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.

In making our evaluations of the service we:

- spoke with children and 12 parents using the service
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Children experienced caring, nurturing interactions from staff who knew them well.
- Children had fun and were fully engaged in their play and learning throughout the sessions, playing independently and cooperatively with friends.
- The manager and staff had a clear vision about the development of the service and were passionate and committed to drive forward improvement.
- A culture of self-evaluation and continuous improvement had been created and supported staff to reflect on practice. Targets were realistic and reflected the needs of children and families using the service.
- Children were cared for by the right number of staff to ensure they had consistently positive experiences.
- Staff worked together as a team and communicated well to ensure children were effectively supervised and supported.

## 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 were nurtured through daily experiences. One parent commented that they found the nursery to be, "a warm, nurturing and inclusive environment". This enabled children to confidently seek support from staff. As a result, there was a welcoming ethos within the service and children were at the heart of care. This supported them to form positive attachments and make meaningful connections with staff and peers.

All parents and carers agreed or strongly agreed that they were fully involved in their child's care, including developing and reviewing their personal plan. These included documents such as, All About Me's, developmental milestone trackers and learning journals. Staff used additional documents, such as tailored support plans, to clearly outline additional support for children who required more specific targets and strategies. This enabled staff to work collectively to provide meaningful, consistent care and support for children. One parent told us, "They are really good with my child and always helpful with myself too with any support I may need". As a result, children's wellbeing and development benefitted from effective personal planning.

Staff created a positive ethos of inclusion through regular communication and consultation with parents. They used a range of methods to ensure they were approachable and available to all parents and families. For example, through digital communication, such as Seesaw, and face to face discussions at pick up and drop off. One parent told us, "Most days we get a handover when collecting our child with updates on any achievements or needs/changes. The teachers make regular use of the Seesaw app, which enables us as parents to keep up with what's happening and available in the nursery". As a result, families were well informed about their child's care and support.

Staff worked well with other agencies, such as Speech and Language Therapists (SLT) and Accessible Inclusion Support (AIS), to ensure children got the support they needed to reach their full potential. Information was shared effectively between children, families and staff, to ensure everyone had a very good understanding of the children's individual needs. This enabled children to thrive.

Staff were knowledgeable in their roles and responsibilities in safeguarding children. They were able to confidently identify signs and symptoms that would cause concern for a child's health and wellbeing. The reporting and recording of concerns was clear and accurate to ensure information could be shared effectively with lead agencies, if necessary. As a result, children were protected from harm.

### **Quality Indicator 1.3: Play and learning**

Staff had high aspirations to enable children to be successful. Children's voice was valued and they were empowered to lead their own play and learning. As a result, children were confident, happy and motivated to learn. Effective questioning provided opportunities to widen children's thinking skills and consolidated their learning through play experiences. This supported children to achieve their potential.

Staff successfully created highly engaging opportunities for children to learn and have fun. One parent commented that it was a, "Lovely nursery. My child is really happy, making friends and learning is fun". Children were being effectively supported to develop their language skills as staff used age-appropriate words, conversations and interactions, including narrative for the younger children. All staff were skilled in offering new language and explanations to extend younger children's vocabulary development. Children experienced an environment that promoted literacy; the use of age-appropriate books, storytelling opportunities and mark making experiences. As a result, children were progressing well with their early literacy skills.

Staff intuitively responded to children to fully support their play and learning. They demonstrated skilled interactions that enhanced children's outcomes. They were often seen at children's level, modelling play or using effective questioning to extend children's interests. Care was taken to only intervene when necessary, allowing some children the independence to explore their own learning and manage mistakes. As a result, children experienced high-quality play and learning experiences.

Children's progress and achievements were recorded in learning journals, a tracking system and personal plans. Children were proud of their learning journals, as some chose to sit with inspectors and shared their memories of activities and experiences. The management team were reflective, which enabled them to monitor and identify how they could enhance planning approaches to ensure the needs of the individual child were met.

Regular planning meetings took place to ensure children's experiences were meaningful and purposeful. Staff gathered observations and evidence within their designated areas to feedback to the wider team. Possible lines of development were identified and planned for the week ahead. This resulted in children experiencing a broad range of play and learning experiences while having their views and ideas respected.

## 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 benefitted from a setting that was well furnished, comfortable and homely. Some soft lighting, children's artworks and size appropriate furniture, created a warm and nurturing space where children could feel safe and ready to play and learn. Parents shared that, "Jessie Porter is a friendly and welcoming nursery, with kind and caring staff to match".

Spaces throughout the nursery had children's care, play and learning needs at the heart of the design. Several areas promoted skills in understanding, thinking, investigation and problem solving, these included, block play, creative stations and the use of light in play. In all of which, children were seen busy exploring their abilities and having fun. One parent commented that, "The room is well set up for children with defined areas for different activities, our child enjoys the sensory area for a little quiet time, and the vast garden to explore". Staff skilfully used the outdoors as an extension of the indoor learning environment. Children benefitted from free flow access to enable them to lead through their own interests. As a result, the setting's indoor and outdoor environments provided developmentally appropriate spaces.

The majority of parents agreed or strongly agreed that their children were safe whilst in this setting. We found the environment and equipment to be safe, secure and well-maintained. Staff encouraged children to share their thoughts and opinions when completing risk assessments and taking part in risky play. This enabled children to form a good understanding of dangers and explore how to keep themselves safe.

Infection control measures were in place and in line with current guidance. The environment was clean and well ventilated. Children and staff were seen washing their hands at appropriate times, such as before eating and after being outside. The children had a good understanding of how to keep safe and healthy through good personal hygiene habits.

Children's information was securely stored, for example, personal plans were kept in a locked cabinet. Clear policies and procedures were in place to ensure staff practice reflected current legislation and guidance. As a result, children's right to protection and privacy was well managed.

## 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

A shared vision, values, aims and objectives positively informed practice. A culture of continuous improvement was embraced by staff which enabled children to have consistently positive experiences. This resulted in a very happy, safe and supportive environment for children and their families.

Children and families were regularly consulted and their views gathered. They did this with questionnaires and face to face discussions. The majority of parents and carers agreed or strongly agreed they were involved in a meaningful way to help develop the setting. This gave a strong message that their views mattered. Events such as, 'Chatter Tots' and 'Breakfast Blether' happened regularly to welcome everyone into the service. These were facilitated well and used as an opportunity to build positive relationships with families.

A robust quality assurance system was in place to promote continuous improvement. Staff told us that there was regular communication and opportunities to meet to discuss the key strengths of the service and areas to improve. For example, staff meetings were used to raise standards and allowed staff an opportunity to take forward any passions or interests they had. Staff were encouraged to lead on areas they were particularly passionate and skilled in. For instance, Nursery Narrative, Play on Pedals and Use of Light in Play, was led by members of the staff team. This promoted leadership at all levels, which resulted in motivated staff and positive teamworking.

A culture of self-evaluation for improvement had been created and supported staff to reflect on practice. An improvement plan had been developed, which provided clear and achievable targets. The senior leadership team confidently discussed the key improvement priorities, many of which were ongoing tasks. These were well recorded to identify the impact changes had to ensure they were having a positive impact on children's outcomes. This resulted in a continuous cycle of improvement.



**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**

Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions that they were committed and enthusiastic professionals. A parent told us, "They are all lovely and genuine caring people and I feel like my child is loved and supported." We found evidence of this throughout the nursery. As a result, children received high quality care, play and learning experiences.

Parents knew staff within the team and were able to share the positive impact staff had had on their children's experiences and outcomes. A parent told us, "My child loves their keyworker and all the other staff".

Children benefitted from a service that was appropriately staffed to meet their needs. Effective staff deployment across the service meant that the right number of staff were meeting children's individual needs, consistently throughout the day. Staff were proactive in recognising any gaps and ensuring effective supervision and quality engagement with children. Staff worked very well together and ensured children were able to access the full provision. They recognised that some absence had an impact on the team structure; however, their team approach and commitment ensured continued positive outcomes for children.

A good mixture of skills, knowledge and experience in the staff team contributed to positive interactions, play and learning experiences for children. They communicated well and worked together to ensure children were safe and engaged in quality experiences throughout the day. This allowed routines and key tasks to be carried out whilst ensuring children were appropriately supported and outcomes remained positive. As a result, children experienced a very calm, nurturing experience.

There were clear processes in place for mentoring and supporting new staff. All staff told us they felt well supported in their roles. This enabled them to build confidence and provide high quality care, play and learning for all children.

**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).

## 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 iarrtas.

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.

This page is intentionally left blank

## Wallacetown Nursery School Day Care of Children

Crescent Street  
Dundee  
DD4 6DR

Telephone: 01382 438 868

**Type of inspection:**  
Unannounced

**Completed on:**  
6 February 2024

**Service provided by:**  
Dundee City Council

**Service provider number:**  
SP2003004034

**Service no:**  
CS2003015798

## About the service

Wallacetown Nursery School provides a daycare of children service in Dundee. The service is registered to provide care to a maximum of 74 children aged from 3 years to those not yet attending primary school.

The service is located within a residential area of Dundee and is close to local parks, shops and libraries. The nursery consists of one large playroom, a sensory room, a family room and a secure outdoor play area.

## About the inspection

This was an unannounced inspection which took place on 5 February 2024 between 08:45 and 17:15. Feedback was shared with the service on 6 February 2024. The inspection was carried out by an inspector from the Care Inspectorate.

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

In making our evaluations of the service we:

- spoke with children using the service and 14 of their family members
- spoke with staff and the management team
- observed practice and daily life
- reviewed documents

## Key messages

- Staff had developed positive relationships with families and were involving them in the daily life of the service.
- Interactions between staff and children were warm, caring and nurturing.
- Children were confident and had fun leading their own play both indoors and outdoors.
- Staff were passionate about their roles within the service and fully meeting children's needs.
- Well thought out and well-resourced play areas supported quality play and learning experiences for children.
- Children were excited to share their learning journals with us and talk about their play and learning experiences.

## 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

Interactions between staff and children were warm, caring and nurturing. Staff ensured that they were down at the child's level during most interactions and were responsive to children's needs. Children were happy, settled and having fun in nursery. A parent shared 'Staff are always very welcoming and friendly. All staff acknowledge my child every morning by name. His key worker is a lovely, warm, caring and nurturing person'. There were opportunities throughout the day for children to develop their independence; they self-registered on arrival in nursery, dressed themselves for outdoor play and independently chose where to play. These opportunities developed children's confidence.

Personal plans were in place for all children and included detailed information to ensure staff could fully meet the needs of children in their care. Children with additional support needs were well supported and strategies were in place to support them to progress within their play and learning. Effective links with other agencies and professionals had been developed and maintained to support children's changing needs. Staff confidently discussed children's needs and the strategies in place to support them. Parents were involved in the creation and regular review of all personal plans.

The storage and administration of medication was well managed by the service. All required paperwork was in place and was reviewed monthly to keep it current and up to date. We discussed that it would be beneficial to record more detailed information relating to how to deal with an emergency situation. This would ensure that the staff team had all the required information to fully meet children's health and wellbeing needs.

Children were fully involved in their mealtime experiences. They created menus, were supported to order snack choices online to be delivered to the service and they prepared snack daily. One child shared that grapes had to be sliced because 'they might get stuck in your throat'. This highlighted that children understood the risks associated with choking. Mealtimes were a valuable social experience for children and quality interactions took place between the staff and children. There were opportunities for independence and life skills to be developed through children pouring their own drinks, self-serving their meals and clearing away their food and used plates. Allergies were well managed and there were effective communications between catering and nursery staff.

Children had the opportunity to sleep, rest and relax in a cosy space within the playroom. This area was well used throughout the day and provided a cosy safe space for children.

Nappy changing was a nurturing experience for children, throughout which staff spoke to children and ensured they knew what was happening next within this routine. Infection prevention and control measures were in place and were followed throughout this process. We did highlight that it would be beneficial for children to wash their hands after having their nappy changed, which would further minimise any risk of spread of infection.



Staff were confident about the child protection process and procedures in place within the service. All staff had completed child protection training and had taken part in regular refresher training.

### Quality Indicator 1.3 Play and Learning

Children were confident in leading their own play and learning and staff ensured that resources were available to extend play experiences. Children chose where to play and were engaged for extended periods of time in quality play and learning experiences in well-resourced environments. Well thought out provocations promoted children learning new skills and enhanced their learning. The creative area was a hive of activity, where children worked well together to develop their imaginations and creative skills. For example, children made paper fans and experimented by mixing colours using paint. Staff acted as role models to scaffold and develop children's play and learning experiences. Effective questioning was skilfully used to support and develop children's critical thinking and extend their play and learning.

Children explored their outdoor play environment; they used a pulley system to move buckets around and used twigs to clean dirt from tree trunks. Outdoor play experiences naturally incorporated counting and measuring. They provided the opportunity for children to develop language and literacy skills through a broad range of quality play and learning experiences. Staff were motivated and keen to develop children's learning within the outdoor environment. A parent shared 'my child loves the outdoors and there are lots of learning opportunities available both outside and inside. I can see from looking through his learning journal and photos on seesaw that he is interested and involved in lots of different learning experiences'.

Group time provided a valuable opportunity to develop language, literacy and numeracy. Staff were skilled in using a variety of fun approaches to encourage children to recognise and identify numbers, shapes, colours and develop counting skills. Next steps within children's learning were taken forward during group time to support and encourage children to progress and achieve within their learning.

The service had recently developed their approach to planning and had implemented a six-week cycle which focused on planned intentional learning and developed and extended children's current interests. Planning was evaluated at the three-week mid-point and again at the end of the six-week cycle. Evaluations identified what had worked well, what didn't work so well and identified areas that could be further developed. A visual planning sheet was shared electronically with parents, who were encouraged to take forward some of the learning at home.

Observations and photographs of play and learning were recorded in children's learning journals. Children were excited to share their journals with us, pointing out photographs and confidently speaking about their play and learning. One child said 'that's my daddy at stay and play'. The child's voice was evident within their journals and children were regularly involved in updating these. A parent commented 'love the journals which we can not only read about their day but add to from a family and home perspective'. Floor books were developed for each area of the nursery which recorded and identified children's play and learning and how play had been extended. The children were highly involved in the creation of these books.

Children's play and learning was further developed through regular trips to the local library. Children also frequently visited the play park behind the nursery, which provided alternative active play experiences. The service was in the process of developing further opportunities for more trips and outings to expand play and learning opportunities.

## 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.

### Q1 2.2 Children experience high quality facilities

The play and learning environment was well furnished and welcoming. There was ample space for children to move freely between areas and free flow access was provided to the outdoor environment throughout the day. A homely ethos was provided through a variety of lighting, plants and a cosy space for children to relax and rest. Children's artwork and photographs were displayed, which ensured children felt valued and respected. A parent commented that it was an 'inclusive and welcoming environment'.

All areas were well thought out and well-resourced to support children's play and learning. A sensory room provided a space for one-to-one time with children and provided a calm and relaxing environment for children, to promote their wellbeing. Children transported resources between areas to extend their play. A wide range of natural and open-ended resources were available for children to access which developed their curiosity, imagination and critical thinking skills. The service was currently developing planting and growing opportunities to promote children's understanding of the seed to plate concept. A parent highlighted that 'the setting makes use of the available space well. It is always attractive and nurturing'.

The nursery environment was safe and secure and the main door was monitored and supervised at all times when parents and visitors were entering the building. The nursery was clean and well maintained. Infection control procedures were in place and were followed by staff, for example, hand washing took place at appropriate times, cleaning was well managed and staff used personal protective equipment (PPE) when appropriate. This minimised any potential risk of spread of infection.

Risk assessments were in place for all areas of the nursery environment, including trips and outings. Accidents and incidents were recorded and shared with parents. Detailed audits were completed each week, which highlighted any potential patterns. These audits provided the opportunity to update risk assessments and make changes to the environment to keep children safe.

Staff maintained effective supervision of children at all times, both indoors and outdoors. A whiteboard was used to record how many children were attending and this was updated throughout the day. Headcounts were regularly carried out by staff to ensure all children were accounted for.

**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.

**QI 3.1 Quality assurance and improvement are led well**

The service had a vision, values and aims in place, which were shared with families. These were embedded in practice and had been reviewed in consultation with staff, children and parents. This ensured that families felt included and valued.

Children and families were meaningfully involved in changes and developments within the service. The child's voice was evident throughout the nursery. Surveys were used to gain feedback from families and results were shared with them using a you said, we did approach. Effective communications took place with families using Seesaw, emails, newsletters, learning journals and stay and play sessions. The service was in the process of further developing parental involvement. A parent shared 'that the nursery have such good communication and let us know what is going on'.

A quality assurance calendar was in place which identified a range of reviews, audits, training and observations of environment and practice. The calendar was broken down into short time frames and was shared with staff to highlight who was responsible for completing and taking forward tasks.

An improvement plan was in place, which identified and focused on three main priorities. Working groups had been developed to take forward these priorities. Staff were confident in discussing their roles in the improvements and were passionate about developing relationships with children and families.

Regular self-evaluation took place within the service and was linked to main benchmarking tools and best practice documents. Monitoring and supervision was a regular aspect of self-evaluation, which included auditing of journals and monitoring and reviewing of environments and staff practice. Staff used PDSA (plan, do, study, act) cycles to take forward actions and focus areas to support ongoing improvement. Staff visited other settings to share knowledge and skills and reflect on their own practice to further develop outcomes and experiences for children.

The service had policies and procedures in place which adhered to current guidance and best practice.

Staff had completed all core training and had taken part in a range of additional training to further support their own professional development. Staff were keen to extend their skills and knowledge to support them to fully meet the needs of all children in their care and improve outcomes for children. Staff were confident in sharing their learning with us and identified how it had developed their practice.

Newly recruited staff were supported to work through an induction process, which was implemented and delivered using the National Induction Resource. Staff had regular review meetings to support them in their roles. Annual appraisal meetings were used to support professional development and staff now also benefitted from regular wellbeing meetings.

## 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.

### QI 4.3 Staff deployment

The service was appropriately staffed throughout the day and ratios were maintained at all times. Staff breaks were well managed, which ensured there was no impact on children's mealtimes or play experiences. Transitions were managed well throughout the day and children were supported through the appropriate use of specific strategies. This ensured positive outcomes and experiences for children.

Consistent staff worked within the nursery each day. They had a good knowledge of the children they cared for and had developed positive relationships with them. The consistent staff team also ensured that positive relationships were developed with families, who were welcomed into the service during drop off and pick up times. This provided valuable opportunities for effective communication to be developed and maintained. Contingency plans were in place to minimise any disruption during staff absence.

Staff were flexible and proactive and worked well together as a team to provide quality experiences and engagement with children. The staff were passionate about their roles and meeting the changing needs of children in their care. Staff felt that they communicated well with each other and they felt well supported by the management team. A parent commented that 'the nursery management are very skilled, warm, caring and approachable. The nursery and staff are well led by the management team'. Staff were proud of the relationships they had developed with children and families and were keen to further develop these relationships. Staff were eager to continue to develop and support change and improvement within the service.

## 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).

## 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 cànanan eile ma nithear iarrtas.

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 ਵਿਚ 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.

This page is intentionally left blank