

# 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 ABLe (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. Grouptime 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

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