

# Our Lady's RC Primary Nursery - Perth Day Care of Children

Our Lady's Primary School  
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**Type of inspection:**  
Unannounced

**Completed on:**  
2 May 2024

**Service provided by:**  
Perth & Kinross Council

**Service provider number:**  
SP2003003370

**Service no:**  
CS2003017341

## About the service

Our Lady's RC Primary Nursery is a day care of children service registered to provide care for a maximum of 30 children at any one time.

Children are cared for in a large playroom within Our Lady's RC Primary School. Toilet and changing facilities are located next to the playroom. Children have direct access to a small nursery garden and school playground. Nursery children can access other facilities within the school.

Our Lady's RC Primary nursery is a local authority setting and provides ante and pre-school funded places.

## About the inspection

This was an unannounced inspection which took place on 1 and 2 May 2024. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service.

This included: previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Reviewed seven responses to our questionnaire from family members
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents
- Spoke with visiting professionals.

**Key messages**

- Children's overall wellbeing was supported through the effective use of personal planning.
- Staff had developed meaningful and positive relationships with families which meant they were knowledgeable on individual children and their needs.
- Children's natural curiosity and imaginative play was promoted using loose parts, natural materials, and real-life experiences during their play experiences. Some older children would benefit from being offered more challenge through their activities to enhance their thinking and problem-solving skills further.
- Staff were knowledgeable on our SIMOA (safety, inspect, monitor, observe, act) keeping children safe campaign and how this supported them to ensure children were always accounted for.
- Children benefited from positive, homely and sociable mealtimes.
- The senior nursery team had taken significant steps to embed a strong sense of commitment to continuous improvement which was improving outcomes.
- Staff morale was high, they were happy, felt fully supported and were clear on their roles and responsibilities.

**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'.

### 1.1 Nurturing care and support

Children's social and emotional security was sensitively supported through nurturing and caring interactions with staff. They demonstrated warmth and compassion as they regularly offered children close affection, for example, in the form of cuddles and through friendly and fun conversations. Staff confidently told us of children's individual preferences, likes and personalities which told us they knew all children very well. It was evident that children were loved, and felt safe and secure with staff.

Children's overall wellbeing was supported through the effective use of personal planning. Staff gathered the views of families and took account of the wellbeing indicators as plans evidenced a commitment to providing consistent care for children. We highlighted to staff, an overview sheet or something similar being provided, to supply staff prior to them working with the children would support them further in meeting children needs.

Effective partnerships had been formed with external agencies to help assess children's developmental needs. Children requiring additional support had individualised strategies in place, which staff skilfully and successfully reflected in practice. This resulted in them settling well into their routines and being fully included in nursery experiences.

Staff had developed meaningful and positive relationships with families which meant they were knowledgeable on individual children and their needs. Parents who responded to our questionnaire held the staff in high regard, their comments included: 'Staff go above and beyond and are always available if needed'; 'Staff are very nice to parents, always keen to help, they have good energy, very positive' and 'The staff are amazing, really knowledgeable, kind and caring'.

Children experienced a positive learning and social experience during their mealtimes. A rolling snack time meant children could eat at a time that was right for them and we observed staff sitting with children and chatting with them as they ate. There was a wealth of opportunities for children to be responsible and independent as they helped prepare snack and set the table for lunchtime. They poured their own drinks, self-served from dishes in the centre of the table and responsibly cleared away their dishes before they returned to the playroom. This relaxed and unhurried atmosphere meant children were happy, confident, and learning important life skills. Allergies and dietary requirements were managed well which contributed to keeping children safe.

Children's health and wellbeing needs were being met as the appropriate forms and permissions were in place for the safe administration of medication. Staff were knowledgeable on how to share initial concerns on children's welfare and were confident in child protection procedures. We signposted best practice guidance 'Guide to Chronologies' to further support the service with keeping records in a way that fully considered children's needs.

### 1.3. Play and Learning

Children experienced a range of spontaneous and planned high quality learning experiences which engaged them very well in their play. Children were meaningfully and actively involved in leading their own play and learning as staff provided resources and experiences that were interesting, stimulating and reflected their interests.

Skilled interactions and effective questioning from staff enabled children to further consider their play. For example, a group of children spent prolonged periods of time at the block play area, working cooperatively together to create a long track for their toy vehicles. Staff asked questions on length and height which extended children's thinking skills and enabled them to problem solve independently.

Staff had reviewed how they planned for children's learning. They gathered data from tracking and monitoring systems and planned play opportunities which aimed to fill gaps in learning and raise attainment. This resulted in a strong focus on enhancing language, literacy, and numeracy. Experiences to further develop children's early skills in these areas was naturally woven into their play. For example, children confidently counted how many children were in the line for lunch, to ensure nobody was missing. Concept words chosen by the children from a favourite book 'yum and yuk' were used by staff and children consistently throughout the day. When children were leaving the group to go home, staff successfully supported children to subtract from the total number of children waiting for their families.

Children benefited from a knowledgeable staff team who planned play experiences that promoted children's rights. Staff had meaningfully incorporated the principles of the United Convention on The Rights of the Child (UNCRC) into daily practice. For example, children excitedly told us about 'Rocky the Rhino' who telephoned a mobile phone to tell them, they had the 'right to an education and the right to play.' This approach gave a strong message to children that they mattered. Staff spoke confidently about how this strategy had really engaged children in their learning and a child told us 'I have so many rights, you know.'

Children's voices were highly valued as floor books evidenced children's comments, drawings and thoughts which demonstrated their involvement in the planning process. We found there were some missed opportunities to further explore learning and interests. We highlighted to staff how their floor books could be developed to evidence better the progression and depth of learning children had or could experience.

Children's learning was enhanced as they developed strong connections to their wider communities for example, children went on a trip to Westbank Outdoor ELC, where they connect with nature, climb trees, learn about insects and bugs, build dens, and have fun running around the outdoor space with their friends. This enabled children to explore their natural world, be active and benefit from fresh air. On returning from the trip, a child told us, 'Oh, that was great fun.'

## 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.

### 2.2 Children experience high quality facilities

Children and families were warmly greeted by staff as they arrived in the playroom in the mornings and afternoons. They chatted informally which strengthened relationships and helped children to be cared for in a consistent and positive way.

Children benefited from welcoming environment's both indoors and out that had been well thought out, with children's needs and interests in mind. They were developmentally appropriate spaces and included a variety of fun and engaging toys and games. The large playroom had a calm ambience enhanced with natural décor and wooden furniture. It was well organised which supported children to choose from a variety of well-resourced spaces in which they could play independently or have fun with their friends. They had access to a good provision of loose parts, natural materials, and real-life resources both in their playroom and within the outdoor area. These accessible resources promoted their creativity and imaginary play very well. We highlighted to staff that some children would benefit from more challenge being offered through their activities to enhance their thinking skills and enrich their play further.

Children were offered areas with comfortable furnishings and cushions which encouraged them to have quiet and relaxing times during their day. We found there was very little natural light coming into the playroom, therefore, the ceiling lights were on all day which meant the playroom was very bright. We asked the service to consider softening the lighting in some areas of play to provide children with a more calming and nurturing feel.

Staff had a very good understanding of the positive impact that outdoor play had on children's overall wellbeing. Children had free flow access to a welcoming enclosed outdoor area in front of their playroom. Artificial grass and flowerpots attached to a fence had softened the playground area, and children sat together reading books and mark making. From this area they could access the school playground which gave them a large space where they ran around, pedalled on bikes, and created structures with larger loose parts.

Staff were knowledgeable on our SIMOA (safety, inspect, monitor, observe, act) keeping children safe campaign and how this supported them to ensure children were always accounted for. They empowered children to undertake 'SIMOA supervisor roles,' providing them with responsibility to assess and remove risks in their indoor and outdoor environments prior to play. When we asked the children about SIMOA they told us, 'He keeps us safe, and he always counts us.' When staff required children's attention outdoors a member of staff called 'Coo-eee' to which all children immediately stopped what they were doing and ran towards the staff member. These approaches taught children how to manage positive risk and keep themselves and others safe.

Staff had developed effective systems to keep children safe. Infection prevention and control practices, such as handwashing and children changing into indoor footwear were embedded into routines which helped minimise the spread of infection.

## 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.

### 3.1 Quality assurance and improvement are led well

The manager and senior staff worked seamlessly together, they were visible leaders who were passionate and committed to delivering high quality care, play and learning for children and families. A shared responsibility by all stakeholders in creating the settings vision, values and aims meant children were motivated in a safe, inclusive, and nurturing environment. This resulted in a positive ethos which was naturally woven into routines and reflected the daily practice that we observed.

The senior nursery team had taken significant steps to embed a strong sense of commitment to continuous service development. They were aware that high quality play and learning needs to be at the heart of the service. A realistic improvement plan complimented with robust quality assurance and self-evaluation processes was impacting positively on improving outcome for children and families.

Staff were fully involved in service developments and demonstrated a confidence that was supporting improved experiences and outcomes. Staff understood and could confidently discuss how they had reviewed and actioned identified targets within the service to make meaningful changes. Furthermore, leadership and training opportunities encouraged the staff team to further develop their capacity to support children and families. For example, senior staff had attended self-evaluation training delivered by the Care Inspectorate Improvement Team. They explained how learning had improved their reflective practice and as a result, children benefitted from a motivated and well-trained staff team. Furthermore, families told us there were lots of opportunities to provide feedback on the service, they felt involved and meaningfully empowered to influence positive change.

### 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.

#### 4.3. Staff deployment

Children benefited from a staff team who communicated very well with each other. They had established strong working relationships and valued and respected each other's opinions. This supported them to work naturally together to keep children safe and engaged in play and experiences throughout the day.

Effective deployment of staff meant children were always supervised. Staff breaks were well planned to minimise the impact on children, whilst making sure staff had time to eat and rest. Daily tasks and responsibilities were carried out in a way which meant children were appropriately supported and outcomes for them remained positive.

Staff complemented each other well. They had a good mix of differing knowledge and skills which supported children's experiences across the day to remain fun and exciting. Staff worked well together to ensure their areas of expertise were reflected through their leadership roles. This resulted in children being appropriately stimulated as staff had an invested interest in areas of service delivery.

Staff morale was high, they were happy, felt fully supported and clear on their roles and responsibilities. They told us, 'I think our successes are having happy, confident children. We all work very hard together to achieve this;' 'I was welcomed into this role and felt I always had the support of all my colleagues' and 'My wellbeing is very much recognised and cared for by leaders. I am confident to discuss anything I need to'.

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

### Requirements

#### Requirement 1

In order to ensure the health, safety and wellbeing of the children attending the service, the provider must make improvements to the toilets and nappy changing facilities.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards, which states that 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment'. (HSCS 5.22).

It is also necessary to comply with Regulation 4a, b and d of the Social Care and Social Work Improvement Scotland Regulations 2011.

Timescale: by 12 August 2019.

**This requirement was made on 5 March 2019.**

#### Action taken on previous requirement

The toilets and nappy changing area had undergone a full refurbishment. They were suitable to meet the health and wellbeing needs of the children. Nursery children shared the toilets with primary one children and this was managed well. Rotas were in place to check they were kept tidy and clean throughout the day.

**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

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