

Borestone Primary School Nursery Day Care of Children

New Park Road
St. Ninian's
Stirling
FK7 0QA

Telephone: 01786 237 984

Type of inspection:
Unannounced

Completed on:
16 May 2024

Service provided by:
Stirling Council

Service provider number:
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Service no:
CS2003015608

About the service

Borestone Primary School Nursery is a day care of children service and delivered by Stirling Council. The service is provided to a maximum of 24 children at any one time, from age 3 to an age to attend primary school.

The service is delivered from Borestone Primary School and benefits from being close to parks, green spaces, and other local amenities. Children attending the setting have access to their own play and learning spaces, dining and snack facilities, and access to an enclosed rear garden space.

About the inspection

This was an unannounced inspection which took place on 15 and 16 May 2024. Two inspectors from the Care Inspectorate carried out the inspection.

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

To inform our evaluation we:

- spoke with children using the service;
- received feedback from 14 families;
- received feedback from six staff;
- spoke with staff and management;
- observed practice and children's experiences; and
- reviewed documents.

Key messages

- Children were supported to feel valued and respected by staff who provided comfort and reassurance.
- Children were provided with opportunities to lead their own play and learning both indoors and outdoors.
- The service had developed meaningful relationships with families.
- By streamlining processes, improving recording and making greater use of self-evaluation models, the approach to self evaluation and continuous improvement could be strengthened.
- Staff were skilled and knowledgeable within their role and benefited from accessing a range of training.
- Staff spoke positively about the relationships and the team working ethos within 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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - 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

Quality indicator 1.1: Nurturing care and support

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

Children were confident, happy and relaxed during our visit, and were looked after by staff who knew them well. One parent told us "My child has built a strong bond with staff and is happy and comfortable there".

Personal plans were in place and took account of children's identity and voice. Information had been reviewed and included strategies of support to help staff provide tailored care. For example, tools and resources were used for individual children to support their communication and understanding. Parents shared with us "before the start date, I went through a care plan and expressed likes, dislikes and development matters for my child" and "I am aware of my child's plan and I am kept up to date with it". The service understood the benefits of working with outside agencies and had created positive relationships with several of them. For example, speech and language therapists' and health visitors. The use of personal plan information and support tools meant children were settled and secure within their environment.

Chronologies for recording significant events could be strengthened. For example, key changes or events in children's lives were not fully captured. We discussed with management the benefits of having a clear account of all significant events in a child's life. We signposted the management team to the 'Practice guide to Chronologies' to further support children to reach their full potential.

Snack and the meal space was clean and inviting. For example, tablecloths and flowers were part of the daily set up which supported comfort and a calm area. Children were given responsibility and ownership through preparing meals and snacks. Independence and life skill opportunities were offered to children, for example, children were encouraged to pour drinks and self-serve some elements of their meal. We encouraged the service to continue to build and develop this area, in particular for children who ate pack lunches.

Children were kept safe by a passionate staff. Staff were confident in a range of procedures, including safeguarding children's well-being, the safe storage of medication and accident and incident reporting.

Quality indicator 1.3: Play and learning

Children were busy and having fun across all areas of the service. Children actively invited staff into their play and valued the contributions that staff made. As a result children and staff developed secure, respectful relationships.

Children's schematic play was supported and encouraged. For example, children moved toys and materials to different areas to support their play experience. We asked the service to be mindful of the importance of replenishing areas to ensure all children had access to a variety of toys and materials. Parents told us "There is always a wide variety of toys and activities" and "My child has fun and is kept busy, happy and occupied all day". One child told us "I like the toys and the garden".

Children's experiences were captured using mind maps, floor books and a digital learning platform. This allowed children to look back on their learning and share their views and opinions. Monitoring and tracking meetings took place to share children's progress. Good use of frameworks helped staff to track children's progress. For example, use of the Curriculum for Excellence. We suggested some enhancements to the recording of information to help ensure these were robust in supporting children's learning. For example, targets for children were not always clear, information was limited to fully evaluate children's progress and achievements, and some targets had not been consistently reviewed or updated. We asked management to further consider refining targets, intentions, and role of the adult to better track experiences and outcomes for children.

We discussed with the management team how language, literacy and numeracy across the setting could be further developed and enhanced to support and challenge children. For example, displays could be developed to ensure these were at eye level of children.

Community links supported children to develop a sense of belonging and understanding of the wider community around them. For example, children had opportunities to visit parks, access the woods and library. To further enhance children's experiences, staff told us this is something they are hoping to develop.

How good is our setting?

4 - Good

Quality indicator 2.2: Children experience high quality facilities

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

The setting was welcoming, clean and well ventilated. Children's work, family photos and use of cloakroom pegs for children to hang and store their personal items helped support a sense of belonging.

Direct access from the playroom to outdoors helped support children to make choices about where to play. Children enjoyed moving between both spaces to play. One child told us "I like playing outside and playing with my friends".

The use of some natural open-ended resources and creative materials within the indoor and outdoor environment supported children to explore their curiosity and develop problem solving skills. For example, children enjoyed the garden mud tray and staff used effective questioning techniques to support children to solve problems and develop new skills.

During the inspection management took steps to address concerns we identified. For example, height and gaps within fencing, and removing of nettles within the garden space. We requested management continue to monitor these areas to support the safety and security of children's wellbeing.

Infection prevention and control measures were in place; for example, children and staff regularly washed their hands throughout the day and toilets and surfaces were clean and well managed to reduce the potential spread of infection.

The service had appropriate risk assessments in place, and these were reviewed regularly with staff. We observed staff supporting children to understand and manage risk in their play. For example, linking conversations with children to 'Safe Sally' and having reflective safety discussions. Security and safety for children was considered through door alarms, head counts and effective communication across the team.

Children's information should be better considered to take account the safe storage of data. For example, within children's personal plans, key personal medical information and letters were readily available without being stored securely.

How good is our leadership?

4 - Good

Quality indicator 3.1: Quality assurance and improvement are led well

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

Staff were working well together following changes to the team. Staff told us "The nursery has been through changes in staff. Building relationships takes time but as a staff team we have worked hard to ensure all staff feel valued". And "I enjoy being at this setting and the more I'm here the more I learn and expand my knowledge".

Vision, values and the aims and objectives positively informed practice. These had recently been reviewed and took account the voice and views of families. Questionnaires and 'you said, we did boards' were used to meaningfully involve families in the development of the service. Children's voice informed their daily experiences to ensure they had ownership of the setting. Families shared with us "There are questionnaires, surveys and information sessions that parents can access" and "Questionnaires are sent out regularly asking for opinions or ideas on the service".

Self evaluation and quality assurances processes were in place. We recognised the team had been working hard and were collating large amounts of information. For example, audits around personal plans were effective and in place which focused on improving outcomes for children. We discussed with the management team how a more formal approach to self evaluation across the setting should be developed to include regular auditing. For example, auditing the outdoor play space, indoor play environment, accident and incidents and children's play and learning targets. This would ensure children and families receive positive experiences and outcomes consistently throughout the setting. We signposted the service to the Care Inspectorate document 'Self-evaluation for improvement - your guide' to support this area. One parent shared with us "I feel there has been a staggered improvement over the service since we started using it, in terms of communication and the structure of the children's days."

Procedures and policies were in place to support the running of the service and outcomes for children. A recent focus on supervision of children and the promotion of the Care Inspectorate's SIMOA tool (Safety, Inspect, Monitor, Observe and Act) supported staff practice and ensured children's safety and wellbeing. For example, children were supervised across the setting, staff undertook regular head counts and children were involved in discussions around SIMOA the elephant to support risk assessing of the environment.

How good is our staff team?**4 - Good****Quality indicator 4.3: Staff deployment**

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

The team engaged passionately and positively throughout the inspection. They had a range of experiences and skills which were used to good effect to support the needs of children. This helped build relationships, promote teamwork, and contributed to a welcoming environment. One parent shared "The team seem very skilled and dedicated. I trust them and feel confident that my child is safe and happy at nursery".

Staff were supported by the management team who spent regular time in the nursery. This helped to build positive working relationships and allowed time for professional discussion. One staff member shared with us "We have worked hard on our communication and building a team that is open and honest".

During busier times of day, for example meals times, staffing was well organised to ensure children's needs were met and positive interactions took place. As a result, children benefited from a happy, social occasion where they appeared relaxed. We discussed where the deployment of staff within garden space could be enhanced to ensure all children were meaningfully involved in their play and learning.

Staff had regular opportunities to develop their skills and knowledge through training and in-service days. We discussed with the management team that training evaluations could be further developed to encourage staff to reflect in more detail. This would support staff to think about the impact of these opportunities and promote positive outcomes for children and families.

Complaints

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

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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