

# Dollar Nursery School Day Care of Children

4 McNabb Street  
Dollar  
FK14 7DJ

Telephone: 01259 742 571

**Type of inspection:**  
Unannounced

**Completed on:**  
30 May 2024

**Service provided by:**  
Dollar Nursery School Ltd

**Service provider number:**  
SP2012011889

**Service no:**  
CS2012310334

## About the service

Dollar Nursery School is registered to provide a care service to a maximum of 56 children aged from birth to 12 years, of whom no more than 35 children may be under three years of age.

The service is situated in the village of Dollar in Clackmannanshire. The accommodation is a semi-detached property with playrooms accommodating children situated on the ground and the first floor. The service is located close to shops, a school and other local amenities.

## About the inspection

This was an unannounced inspection which took place on Wednesday 29 May 2024 between 08:30 and 17:30 and Thursday 30 May 2024 between 09:00 and 16:15. 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:

- spent time with the children using the service
- spoke with or received feedback from 22 parents
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Children experienced warm, nurturing interactions supporting them to feel comfortable, safe and secure.
- Children were having fun and fully engaged in their play.
- A robust approach to self-evaluation meant that improvements were well led and impacted positively on children.
- Effective leadership in the team meant that staff were well supported in their role.
- Staff turnover was managed very well to ensure that the impact on children's experiences was minimised.

## 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?	4 - 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?

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 quality indicator as very good.

### Quality Indicator 1.1: Nurturing care and support

Children experienced warm, nurturing interactions from skilled staff. Staff were responsive and caring towards all children. They were kind and thoughtful, offering reassurance and cuddles when appropriate. One parent told us, "Staff are extremely caring within the room". This supported children to feel loved, secure, and valued.

Staff knew children and families well. They were knowledgeable about children's health and wellbeing needs, individual stages of development and family preferences. This enabled staff to provide continuity of care that met children's individual needs, wishes and choices.

Children's personal plans ensured that children received individualised care that met their needs. Families were invited into the service to review their child's plans with staff. Families told us they had opportunities to discuss their child's learning and agree next steps. Sampled care plans were regularly reviewed with parents and carers. A few parents shared that they were not involved in developing or reviewing their personal plans. We shared this with the manager to consider.

Children experienced unhurried, relaxed mealtimes. Children chose when they wanted to go to lunch and snack. This meant that there were minimal disruptions to their play and learning. There were opportunities for children to develop their independence skills as they cleared their plates or poured their own drinks. During most lunch time experiences, staff sat with children and had meaningful conversations with them. This was not consistent on the first day of inspection in all rooms. We encouraged the setting to develop consistency in approaches, to ensure staff always sit with children during mealtimes. This would further ensure that all mealtimes are a positive social experience.

Children's emotional wellbeing in the setting was well considered through the nurturing and caring approach of the staff. Some spaces had been developed in the rooms to ensure there were opportunities to rest and relax. For children that slept, staff worked closely with families to ensure they were getting it right for the child in line with their routine and preferences.

Systems for recording medication were in place, including parental permissions, storage information and records of administration. Medications were stored appropriately and staff were confident to discuss children's medical needs. We asked the service to further develop their medication audit as one form was not filled out completely. This would further ensure that children's individual medical needs were fully considered.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

### Quality Indicator 1.3: Play and learning

Children had fun and enjoyed their time in the setting. This was encouraged through a balance of spontaneous and planned, high quality experiences that promoted children's choice and independence. The opportunities in the setting for children to explore were well considered. This meant that children were leading their own learning.

Children were happy and busy in their play in all rooms. They were supported to follow their interests throughout the day as they chose where to play. Staff had a good understanding of children's right to play and their role in promoting these rights. As a result, children were learning by investigating and experimenting at a pace that was right for them.

Opportunities for children to develop their literacy and numeracy were supported through effective interactions and appropriate resources. Outside there was a range of opportunities for children to explore literacy and early maths. Staff were skilled at encouraging thinking and problem solving using effective questioning, supporting children to deepen their learning. As a result, children were developing their creative thinking and problem solving skills.

Children's learning and achievements were celebrated and displayed attractively throughout the play spaces. Children had individual journals and books with pictures of their experiences in the setting. They were confident to talk about their time at the setting with us. They told us that they planted the plants in the garden and made decisions about how these were placed. These opportunities allowed children to revisit, share their learning and take pride in their achievements.

Planning approaches were child centred with children actively involved in planning. Displays were used effectively to highlight children's learning. Observations in floor books and individual electronic learning journals highlighted children's learning. This supported children to reach their full potential.

### How good is our setting?

**4 - Good**

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

### Quality Indicator 2.2: Children experience high quality facilities

Children benefitted from a bright and welcoming environment. They had access to four playrooms on the ground floor and two playrooms on the top floor. Outdoor spaces offered a range of resources and experiences for children which were age and stage appropriate. This supported children's choice and gave them access to interesting, meaningful resources.

Children had regular opportunities to go outside and explore the local area. The setting had developed an outdoor mission statement which showed their commitment to providing positive experiences for children outside. In the garden, there were opportunities to explore the mud kitchen or loose parts and natural resources. Resources enhanced children's outdoor experiences supporting their developing problem solving skills.

Some spaces inside could be further developed to ensure they are consistent with the high quality provided outdoors. The manager highlighted the indoor environment as an area of continuing development. We encouraged the service to continue with their plans to improve these spaces, as it would offer children richer experiences which support children's learning.

Information about children was kept in a secure manner. Where information was stored electronically, there were passwords and systems in place to protect this information. Sensitive information was only shared with those who needed the information to meet children's needs. This meant, protection of children's information complied with relevant best practice.

Regularly reviewed risk assessments were in place and effectively highlighted hazards and appropriate actions to minimise potential risks to children and staff. Children benefitted from a risk benefit approach from the staff team which valued meaningful real-life experiences such as climbing trees and exploring the woods. The staff team had worked hard to develop positive experiences for children outside and were creative with the use of space.

Staff implemented infection prevention and control routines to keep children healthy and safe. Hand washing was promoted indoors and outdoors. Some aspects of the nappy change guidance had not been followed, for example used cot sheets were left in the nappy change area. We shared this with the manager who took appropriate action to ensure that the risk of spread of infection was minimised. The manager had identified that appropriate ventilation in the downstairs nappy change area was not in place. The provider had plans to install appropriate ventilation in the downstairs nappy change area.

## 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 setting had developed a clear mission statement which put children and families at the centre. One parent told us, "The staff clearly have the interests of the children at the heart of everything they do". Staff spoke positively about their own aspirations for children. This meant children benefitted from a team that was committed to improving.

Effective communication with families was supporting positive outcomes for children. The manager and team ensured that there were regular opportunities to speak with parents about their child's development. They sent out questionnaires and spoke with families regularly to inform them of any changes to staffing or the service. One parent told us, "There has been honest and informative communication with parents from staff and manager to inform parents of what is happening".

Robust self-evaluation was leading to improved experiences for children. The continuous improvement of the service was evident in action plans and evaluations. The current improvement plan was targeted and focused on outcomes for children. The management team ensured that improvements were manageable and meaningful to the service. As a result, children experienced a service that continually developed and improved.

Quality assurance processes ensured sustained high quality care for children. Regular monitoring of practice, planning and the environment was in place. We suggested the service build on this very good practice to further develop some auditing systems such as for medication and accidents and incidents. This would further ensure children continue to experience high quality care.

Staff played a key role in leading improvements in the setting. Staff spoke proudly and passionately about some of their previous leadership roles, for example becoming an eco-school. Staff used action plans to ensure that these improvements were effective. As a result, improvements in the setting were having a positive impact on experiences for children.

We found the current national staff recruitment and retention crisis affecting the ELC sector impacted on the recruitment and retention of staff in the setting. However, this was managed very well to ensure that the impact on children's experiences was minimised.

Effective leadership meant that the staff team felt listened to and empowered to take on different leadership roles. The management team were approachable and supportive. Staff told us that they felt very well supported by the management team. As a result, the team provided high quality play experiences and positive outcomes for children and their families.

## How good is our staff team?

4 - Good

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

### Quality Indicator 4.3: Staff deployment

Staff had clear roles and responsibilities and communication was a key strength. Systems were in place to ensure that information relevant to individual children's care was shared effectively. This ensured that children's individual needs were consistently met by all staff.

Staff were respectful and supportive of each other. They were very warm, caring, and sensitive in their approach and demonstrated positive team working. This promoted a happy and secure environment for children.

Children benefited from a passionate and caring staff team. Positive relationships had been developed. One parent told us, "The staff are very friendly, patient, caring. They have built great bonds with my children. They teach them lots of new things". However, staff changes were impacting on the continuity of care for children. Some parents commented that high staff turnover meant that children did not always have time to build relationships with their new key workers. One parent told us, "We build up a good relationship with staff at the nursery, and then they keep leaving. Always feel that the staff take good care of my child, but I just wish we could have the same key worker for a bit longer". The manager was aware of this and had put strategies and supports in place to minimise the impact on children. For example, a robust induction, which followed best practice guidance, and regular support. The manager should continue with their plans as this would further enhance continuity of care for children.

Regular team meetings and staff training opportunities helped staff to reflect on their practice, learning and development. This meant that children benefitted from high quality experiences. Staff told us they felt valued and supported by management and the wider team. Regular checks were in place to support the staff's wellbeing.

The management team recognised and valued the importance of ensuring that the service was well staffed throughout the full day. Staff breaks were planned in a way that minimised the impact on children, while allowing staff to rest and be refreshed. Staffing levels allowed for staff to support children's individual needs where required. Effective staff deployment meant staff were supporting nurturing experiences and were able to meet all children's individual needs well.

## 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?	4 - Good
2.2 Children experience high quality facilities	4 - 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

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

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

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