

Coldingham Primary School Nursery Day Care of Children

School Road
Coldingham
Eyemouth
TD14 5NH

Telephone: 01890 771 241

Type of inspection:
Unannounced

Completed on:
26 August 2024

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2003016104

About the service

Coldingham Primary School Nursery is registered with the Care Inspectorate to provide a care service to a maximum of 20 children not yet of an age to attend primary school at any one time.

The nursery is part of the primary school in the small rural village of Coldingham in the Scottish Borders. Children have access to a playroom and garden play space. They use other facilities within the school for lunches and indoor physical play.

About the inspection

This was an unannounced inspection which took place on 20 August 2024 between 9:15 and 14:30. 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:

- spoke with several children during their play
- reviewed comments made by parents
- spoke with the staff team and head teacher
- observed staff practice and the experiences of children
- reviewed documents.

Key messages

- Children were cared for in a warm, nurturing environment where they were supported to develop their confidence, individuality and respect for each other.
- Children had very good opportunities to develop their curiosity, imagination and problem solving through play experiences.
- Children's health and wellbeing was enhanced through significant daily access to outdoor play.
- An ethos of continuous improvement was evident within the service where quality assurance and improvement was a focus.
- Children benefitted from a committed team who were passionate about providing high quality care and support.

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 - Nurture, care, and support

Children were confident, secure and having fun in the setting. Staff provided a very good level of nurturing care through their calm, kind, attentive and respectful interactions with children. Staff genuinely listened to what children were telling them both verbally and through their behaviour. This resulted in children trusting staff and looking to them for support, a chat or reassurance. One parent commented 'It's a welcoming, loving, caring and inclusive environment. Children have a very strong bond with their carers and a deep sense of belonging. Success is celebrated and independence encouraged at all times. Both children and parents love it!'

We visited the setting early in the new school term. Children had returned to several significant changes in the setting. Children were in a new premises, with a changed staff team. The confidence and security shown by children, in their new surroundings, had been achieved through a very good understanding from staff about the importance of transitions and how to support change.

Snack and lunchtime offered children many opportunities for independence. Children could help with preparation of snack and they really enjoyed this short time of sitting together and having a chat. Lunch was well organised and children were familiar with the routine. There was a very good level of skill from children using their own cutlery. Children could pour their own drinks and children ate well and were supported by staff who ate lunch at the same time.

The pace of the day was well adapted to children's needs. Significant periods of time were spent outdoors in the garden and children were able to have a quieter time after lunch, where they sought out staff to read a story, played a group board game or had a short rest in the cosy corner. This helped to re-charge them for a busy afternoon of play and learning.

Children's personal plans were informative and gave a very good overview of each child. Recording between paper files and the All About Me in the Showbie app was well maintained to give a holistic overview of each child.

Effective information sharing with families supported personal planning. The small number of children using the setting enabled staff to establish positive relationships with families. Parents commented positively on the level of communication from staff about their children and the support provided to ensure positive outcomes for their children. 'The staff are so communicative and supportive. We feel like we could speak to them about anything.' 'Staff could not be more helpful, always willing to answer any questions. I have 100% trust having my child in their care. Lovely manner with children.'

Quality indicator 1.3 - Play and learning

Children had fun as they experienced well planned and good quality play, learning and development opportunities. The planning of children's play and learning was based on children's interests and intentional promotions such as seasons, celebrations or topics. Staff understood their planning process well and had

protected time to record and discuss planning for play. This resulted in it being well organised and used to evidence learning outcomes.

There were lots of giggles and laughter from children who were enjoying being together and taking part in the learning opportunities provided. Children became immersed in their play and sustained their engagement in some aspects of play for extended periods of time. Staff provided very good support for learning through encouraging children to persevere with tasks, asking appropriate questions and providing children with information that could help them direct their own play.

The assessment of each child's learning and development enabled staff to support individual children. Progress and learning was shared regularly with parents through consultations and the use of the Showbie App, which held children's learning journals. Tracking had been used to identify some children who needed extended play experiences that provided them with further challenge and children who had particular skills. This had been effectively linked to the planning for play as part of children's next steps in learning.

Learning areas indoors and outdoors provided children with a rich learning environment. Many children took part in group or co-operative play and were well supported by staff. Staff also supported individual play and supported these children to lead their own play.

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 play space was a temporary arrangement while part of the primary school was adapted and extended to provide new premises. The playroom had been newly painted and re-floored to provide children with a welcoming environment which was warm, well-furnished, and comfortable. Natural light and ventilation further promoted children's wellbeing.

The playroom was clean, tidy, and uncluttered. Quiet spaces were available across the playroom and in the garden to support children's wellbeing. The cosy spaces and support from staff helped children to relax and self-regulate, this provided a relaxed and calm environment.

Children had access to a range of developmentally appropriate resources that were well-organised and encouraged exploration and fun. Children sang rhymes and took part in role and imaginative play but more opportunities for music and expressive arts would further enhance children's experiences.

At the time of our visit it was not possible for staff to support the normal choice of free flow between indoor and outdoor play. However, staff fully understood the value of outdoor experiences for children and ensured that there was significant access to outdoor play across the day. The garden area provided children with a diverse space for their play. The mature garden with trees, loose parts for climbing, balancing and building provided children with variety and excitement. Children had grown potatoes and told us 'We are going to eat them!' There was also provision for numeracy and literacy as well as a surface suitable for bikes which was well supported by staff.

Parents told us that the outdoor opportunities was a major strength of the setting. 'They love playing outdoors and we like that they encourage this in nearly all weather! Just this week they've been digging up

potatoes; previously they've planted flowers and made bug hotels, lots of outside play.' and 'Our child loves being outside and the nursery garden is a big hit. They often go there out of nursery hours, so the chance to play here during nursery time is always welcome. They loved the gardening they did last term and learning how plants grow.'

There were a range of policies and procedures in place to support children's health, welfare and safety. Infection prevention and control practices were suitable and carried out consistently with staff role modelling good handwashing procedures and reminding children about good hygiene practices. Although there were no children needing medication in the setting the procedure was clear and understood by staff. The setting and equipment are safe, secure and well-maintained. Risk assessments in place for the use of the new area, these had been developed to ensure that children could be supervised as well as having some independence.

Children's information was securely stored and managed in line with the setting general data protection regulation (GDPR) policy. Information was kept securely and permissions to share information about the play and learning on Showbie were in place. This protected children's rights to privacy.

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

Leadership roles in the setting were well defined. The head teacher provided overall manager support whilst the early years officer led the day to day operation of the setting. The vision and values of the setting were clear and aligned with the school to foster a shared approach. Strong combined leadership in the setting led to very good outcomes for children and their families. Staff felt valued and were committed to using their strength and interests to develop the service. This led to a very positive morale with everyone working closely together.

Children and families were meaningfully involved and influenced change within the setting. As a small community school parents and the wider community were very involved in the life of the school. Parents commented to us that they were often asked for their comments and felt that communication and consultation with staff was a particular strength. 'We are encouraged to give feedback and make suggestions to improve the service.' 'I feel like we can communicate very easily with the staff through the showbie app if there's any developments we would like to see.'

Staff consulted with children through an appropriate level of negotiation, explanation and seeking of children's opinions. Staff took children's views seriously and showed children that their feelings or opinions mattered by listening to them and taking action. This had helped to develop a very good level of respect for each other and strong relationships between children and staff. Children had been actively involved in the move to the new premises and their views would continue to influence the layout and use of the new play space. Planning for play was focussed on children's interests as well as the things that staff know they need to experience which ensured that it was child led.

The head teacher was relatively new to the shared role at two rural schools. They had taken time to get to know the setting, parents and staff. Plans were in place to increase collaborative work across the two settings to share ideas and practice. Observations of staff practice, protected time for team meetings and

regular opportunities for reflective practice discussions supported staff with their professional development. This helped deliver very good outcomes for children and families.

The early learning and childcare setting was an integral part of the school improvement plan. Areas of the plan had been adapted to focus on meaningful actions for the setting. Plans were in place to further develop the formal self-evaluation processes. This would then be used to influence the whole service improvement plan more fully. Auditing and monitoring processes were well managed to ensure that documents, plans and procedures were up to date and effective in improving outcomes for children.

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 were well supported by staff who worked flexibly together to ensure that day-to-day routines were organised and fun. Staff were confident in their roles and responsibilities and very good communication between staff ensured children were still provided with the support they needed when staff were engaged in other activities.

At the time of our visit the number of staff was suitable to support children very well. Future consideration may need to be given to staff deployment when the setting returned to their new premises. This would enable staff to support free flow play between outdoors and indoors in a safe and effective manner.

Skilled and knowledgeable staff supported children's care, wellbeing, and learning. They were committed to their own professional development using training, good practice publications and local authority discussion and support groups to share practice and ideas. The professional review process provided an opportunity for staff to discuss success and future development opportunities.

Staff commented positively about support from the leadership team and the opportunities that were provided to influence the setting and identify areas of practice that they may want to take a lead on. This helped staff to feel engaged in the quality of the service provided to children and their families.

Staff were friendly, approachable and respected by the children and their families. Parents told us 'Staff are helpful friendly welcoming couldn't ask for better staff.' 'Staff are very kind and respectful. All parents/ carers/relations are always addressed by name and with a smile. The bond is strong, giving sense of reassurance. Love the chat and banter at the pick up and drop off. A* team. Couldn't have asked for more. Parents' dream came true.' 'Exceptional staff, close bond with the community.'

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?	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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