

# Calaiswood School Nursery Day Care of Children

Dulloch Schools and Community Campus  
Nightingale Place  
Dunfermline  
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**Type of inspection:**  
Unannounced

**Completed on:**  
17 September 2024

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2008168221

## About the service

Calaiswood School Nursery is part of Duloch school and community campus. They are registered to provide a daycare of children service to a maximum of 14 children from two years to an age to attend primary school.

Children have access to a designated wing of the campus that includes classrooms, sensory spaces, quiet areas, hydrotherapy pool, water beds and a large, enclosed garden. The service is close to green spaces, local amenities and can be reached by public transport links.

## About the inspection

This was an unannounced inspection which took place on Tuesday 17 September between 08:45 and 16:00. 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:

- observed play and learning experiences
- spoke with the parent of the child attending the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

**Key messages**

- One child was attending the service when we visited.
- Interactions were calm, warm and loving.
- Staff were highly skilled and exceptional at meeting the child's needs and preferences.
- Positive, trusting attachments had been formed between the child and staff.
- Play and learning experiences were varied and tailored to what the child enjoyed.
- Partnership working with families and other professionals was a key strength in meeting the child's holistic needs.
- The commitment and dedication from the team to ensure the child reached their full potential was aspirational.
- Children's rights were promoted through practice that was respectful and inclusive.

**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 experienced calm and nurturing approaches from a staff team who provided exceptional care and support. We could see staff demonstrated warmth, care and a professional love for children. As a result, trusting attachments had been made.

Staff were highly skilled and professional in their role. They valued the importance of working closely with families to ensure children's routines, needs and preferences were met. One family told us Calaiswood staff are experienced in complex care, they trusted the team to look after their child and felt listened to. This meant families had trust and confidence in the team that offered an exceptional standard of care.

An inspirational best practice model was embedded in daily routines that promoted children's rights. It complemented the work that children had been involved in to achieve the recognition of a rights respecting school. Interactions and activities ensured children's rights to be included, respected and celebrated was consistent across the team. Staff promoted a sense of belonging and had carefully considered experiences meaning children were supported to thrive and flourish.

Personal plans demonstrated the service had high aspirations for children. These were created in consultation with families and other professionals. Plans were specific and reflective of what mattered to the child. One family commented "I feel included in agreeing activities for my child." We spoke with visiting professionals who described the team as "going above and beyond for children, passionate about their role and caring and sensitive to the needs of the child and family." This meant children were supported to reach their full potential through highly effective partnership working.

Mealtimes were well planned in line with individual needs. Staff were respectful, calm and supportive during feeding routines. They included the child in each step, so they knew what was happening. Staff were highly skilled at reading children's cues and body language. Children were involved and given lots of praise and encouragement as staff were in tune with their non verbal communication. As a result, children were included and celebrated.

Children's health care needs were managed effectively through robust systems. It was evident that staff used training in complex care and followed guidelines for the safe administration of medication. They were therefore skilled and confident in this daily practice. Staff referred to children's records and worked together to ensure the dosage and recordings were accurate. As a result, children's medical needs were delivered in a safe and sensitive manner.

### Quality indicator 1.3: Play and learning

The staff team gave careful thought and consideration to the needs of individuals. Children benefitted from high quality and carefully planned play and learning opportunities. We saw that children's preferences and needs were very well considered. A strength of the team was promoting children to make choices in play and learning.

They were very responsive to how children made their wishes known and adapted experiences to meet needs. This was only possible due to the knowledge and bond that staff and children had developed.

Interactions between staff and children were nurturing and loving. All staff used children's names and included them in discussions that were happening around them and about them, demonstrating inclusion and respect. Staff were knowledgeable about a range of communication techniques. They used on body touch, objects of reference and auditory resources to support communication. Staff worked closely with families to ensure they were consistent in their approach. This supported children to be aware of and included in their learning and changes to their routine.

The skilled team supported children to participate in activities that were carefully tailored to their holistic development. Experiences included sensory play, creating pictures using tactile resources, singing and outdoor opportunities. Children took part in music therapy and hydrotherapy sessions as part of their individualised programme. This meant they were able to experience a breadth of learning.

Observations of children's interests and activities were shared online with families. This ensured they were able to see what children had enjoyed and celebrate their successes. Regular observations and discussions with families were used to plan motivating and challenging experiences tailored to each child.

## 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

Children and families benefitted from a purpose build facility that was maintained to a high standard. Spaces had been carefully considered, were clean and well-organised to meet the complex needs of children. Facilities were exceptional and included sensory rooms, hydrotherapy pool, quiet spaces, waterbed and designated rooms for learning and development. This meant children's learning was tailored to their individual needs across an inclusive environment.

Staff were highly skilled at promoting children's health and wellbeing through robust management of infection control measures. Hand washing and use of personal protective equipment meant that children's care needs were prioritised to minimise any risk of infection.

Children had direct access to a safe and secure outdoor space supported by staff. Accessing this area was well planned as staff valued the importance outdoors had on children's health and wellbeing. Staff made very good use of the opportunities for children to engage with the sensory equipment and nature. They recognised children's enjoyment of listening to the birds sing and experiencing the feeling of fresh air.

Keeping children safe was prioritised through robust risk assessments that ensured any potential risks were minimised. Staff understood their role in promoting safety when supporting children in all aspects of the service. Staff were trained and competent in the use of specialist equipment throughout the setting that meant they fully supported children to access the full range of experiences.

## 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 improvements and led well

A committed and forward-thinking leadership team created an ethos that promoted a vision of working together, enjoyable experiences and celebrating successes. This provided children with enjoyable opportunities in an environment that fostered a sense of belonging. Staff had high aspirations, were motivated, intuitive and responsive. As a result, children benefitted from a dedicated team who were confident in delivering their vision and values.

Staff were passionate about their role and recognised the important part they played in getting it right for children and families. Staff were knowledgeable, skilled and demonstrated commitment to delivering a high-quality service through a shared approach. This was evident in the nurturing, responsive and inclusive interactions we observed. Visiting professionals were impressed by the work and commitment of the team. They commented how children thrived and flourished in the service and said this was a testament to the positive relationships and meaningful connections staff had with children and families.

Clear policies, procedures and quality assurance processes were in place that supported the delivery of a well performing service. Effective self-evaluation models enabled continued reflection and responsive approaches. This meant children and families experienced a specialised provision who were clear about their priorities for improvement.

The service valued the importance of working with families. They offered family learning sessions, promoted an open-door policy and were proactive at overcoming barriers to potential inequalities. Families were able to access the service during holiday times, use the facilities and enjoy the activities children took part in as part of their individualised timetable.

Leadership opportunities were encouraged in the team. Staff worked with colleagues across the learning campus to develop skills in their chosen area. They spoke confidently about using technology to enhance learning and engagement.

## 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

Staff communicated very well across the team and worked together to support children's individual planned experiences, needs and preferences. They were highly skilled, compassionate, knowledgeable and exceptional at reading children's cues. Staff empowered children to reach their full potential, to achieve, grow and belong in their community. As a result, we could see children felt safe, secure and nurtured through positive, trusting and responsive relationships.

Staff were proactive at anticipating when support might be needed. This created a respectful atmosphere which ensured children's experiences were positive and appropriately supported throughout the day.

The staff team were committed to professional development and had undertaken additional training and learning. The service promoted a culture where staff were trained to deliver complex, personalised care within the learning environment, reducing transitions for children. Care was carried out in a respectful and dignified manner that demonstrated they knew what was important to the child.

The leadership team recognised and valued the importance of ensuring that the service was well staffed at all times. Staff were flexible, attuned and responsive of each other, recognising when support may be needed. The wellbeing of staff was carefully considered to ensure they had time to rest and refresh. This promoted a culture of care and respect where staff felt valued. As a result, they felt part of a highly skilled team that delivered exceptional care that had a positive impact on the 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](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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