

Tulliallan Primary School Nursery Day Care of Children

Kirk Street
Kincardine
Alloa
FK10 4PT

Telephone: 01383 602 440

Type of inspection:
Unannounced

Completed on:
10 December 2024

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015881

About the service

Tulli Allan Primary School Nursery is situated in a residential area of Fife. The service operates within the grounds of Tulli Allan Primary School. Children have access to a designated entry area, large playroom, a fully enclosed outside area and children's toilets. A large kitchen area within the playroom is used for the storage and preparation of snacks. Meals and snacks are eaten within the kitchen area.

The service is provided by Fife Council and is registered to provide a day care of children service to a maximum of 57 children at one time, from age 3 years to an age to attend primary school.

About the inspection

This was an unannounced inspection which took place on 9 December 2024, between 9:30 and 16:15 and 10 December 2024 between 8:25 and 16:00. Feedback was given at the end of the second inspection visit. 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 25 children who were using the service
- spoke with and gathered feedback from nine families
- spoke with management and staff
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children experienced nurturing care and respectful interactions.
- Children were empowered to lead their own play and learning.
- Children's individual interests and development were supported well.
- Play spaces were well structured, enabling choice and free movement.
- Children and families were valued and contributed to the development of the service.
- The service promoted a culture of continual improvement.
- Staff worked well together to meet children's individual needs.
- The service was led well by a reflective leadership team.

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 warm and compassionate care throughout their day. Nurturing and respectful interactions contributed to their feelings of being safe, loved and well cared for. Strong attachments and trusting relationships with staff supported children to remain happy and relaxed in the care setting.

Staff skilfully recognised children's individual cues when seeking comfort. Sensitive and warm approaches offered reassurance and supported children to feel safe and secure. Thoughtful use of emotion tools encouraged children to explore, understand and express their feelings. This included, specific books, emotion spoons, mirrors and photographs with various facial expressions. This and gentle discussions with children promoted learning of their individual needs and the needs of others. This encouraged a caring ethos and helped children to develop resilience and positive attitudes to helping others.

Personal care was sensitively supported and promoted children's independence, privacy and dignity. Staff were respectful of children's wishes throughout these experiences.

Staff knew the children very well and continually gathered important information to help them provide the right level of care and support. Effective working with families and other professionals contributed to the development of specific strategies when additional support was needed. This promoted continuity of care and supported children to feel settled. Children's wellbeing was at the heart of the service and staff were passionate in ensuring each child experienced care which met their individual needs and personal routines. Families strongly agreed that overall, they were happy with the care and support their child received in this service. Their comments included, "Really good with my child, understand my child and how to support them individually", "Really know my child and family, the nursery is a wee community".

Mealtimes were a positive experience. Children were given time to relax, chat with staff and their friends and enjoy their meals. Snacks and lunches were nutritionally balanced, encouraging healthy choices. Additional tasting dishes encouraged children to try and learn about new foods. Children's independence was promoted as they prepared snacks, collected their own dishes and cutlery, self served food and drinks and washed their own dishes. They remained involved in developing snack menus through a voting system. This supported development of life skills and promoted choice and democracy.

Quality Indicator 1.3: Play and learning

Children were happy and having fun as they independently explored the wide range of experiences on offer. They were curious, busy and purposeful in their play. Staff skilfully engaged with children encouraging problem solving skills and sustained interest.

Children were supported well to communicate their needs. Board maker tools, sign language and objects of reference promoted inclusion and ensured all children were recognised as experts in their own experiences, needs and wishes. Staff attentively listened to children and quickly responded to their requests. This demonstrated to children they mattered.

Staff valued children's right to play and carefully captured their voice within the responsive planning. This meant daily provisions were planned well to promote individual interests, challenge, exploration, creativity and learning. Staff's understanding of child development and different learning approaches successfully promoted children's engagement in their play and continued enjoyment.

Children had easy access to their individual learning journals, which they were excited to share with us. These recorded experiences, next steps and achievement. Children were able to recall and remember the learning. Clear tracking and monitoring of children's individual progress supported effective planning to promote continued development. Floor-books successfully identified children's interests and what they already knew and wanted to learn. This was another way for children to revisit their learning and contribute to the planning of experiences. Families had various opportunities to discuss their child's progress and were encouraged to contribute to development plans. This promoted effective partnerships and continuity of learning between the service and home. Families spoke positively about their children's learning experiences within the setting. Their comments included, "They are coming on leaps and bounds, thanks to the amazing staff", "My child's keyworker always shares my child's learning intentions and ones they have chosen for themselves. These are always very appropriate to their learning and development needs".

Children's enjoyment of numeracy and literacy was promoted and enhanced through books, singing, discussions and easy access to resources which they naturally selected within their play. Letters, numbers, print and signs throughout the premises provoked children's natural curiosity and recognition. For example, a group of children drew computer keyboards and were looking around the playroom to seek numbers and letters to add to their drawings.

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 experienced a welcoming, inviting, homely and well maintained learning environment. Furnishings were comfortable and appropriate to the children in attendance. Indoor and outdoor play spaces were well thought out to enable children's confidence and independence. Well resourced areas with natural and open ended materials promoted challenge, curiosity and creativity. As a result, children engaged in play for sustained periods of time and were empowered to lead their own learning.

Quiet and cosy areas gave children space to rest, relax and be on their own if they wanted to. This empowered children to set the pace of their day and supported their emotional wellbeing.

Children's physical health and wellbeing was promoted through daily outdoor play and access to appropriately challenging large play equipment. This gave children choice of where they wanted to play and opportunity to be active.

Children's play and learning was enhanced through purposeful opportunities to be within the local community. Walks to local woods and positive links with the forest rangers supported children's learning about the natural environment. Visits to the library, shops and other amenities enabled children to apply their learning and understand their place within the community. Plans were in place to increase children's access to community experiences. Once implemented this will further their learning and positive outcomes for children.

Children were kept safe by staff who made use of clear risk assessments enabling them to mitigate risks within and outwith the setting. Children proudly took on the role of supporting staff to action daily risk assessments, for example, in the garden area. This gave children responsibility and encouraged their understanding of keeping themselves and others safe. The service had embraced the Care Inspectorate's 'Keeping children safe - SIMOA' campaign (safe, inspect, monitor, observe, act) and used this to raise children's awareness of being safe. Children spoke about SIMOA and other resources to promote their learning of making good choices. For example, a soft teddy called 'Safe Sally'.

Children's health and wellbeing was protected through effective infection prevention and control practice. Children were confident in hand washing and respiratory hygiene and naturally took part in self care routines. We asked staff to consistently remind children to wash their hands after eating.

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

Staff and management had created a shared vision of what was important in the setting. The vision, values and aims of the service were embedded in practice and reflective of children's experiences. The core values of children's rights, care and supporting children to achieve their full potential created a nurturing and respectful learning environment which valued children as individuals.

Positive relationships with families and shared engagement was a current priority. Staff and management were working well together to promote family inclusion and provide various opportunities for families to contribute and remain involved in the life of the service. This included stay and play sessions, book bugs, 'PEEP' sessions, home library and baby massage. Families told us they felt included and received regular information about their children's learning and what was happening in the setting.

Management and staff were reflective and worked well together to develop realistic action plans to promote improvement and effective change within the service. Quality assurance systems were working well. Regular monitoring of children's experiences, development, staff practice and other important aspects contributed to a setting which strives to continually meet the individual needs of children and their families. Opportunities for children and families to influence change demonstrated an inclusive environment which values and supports families and recognises them as key stakeholders.

The leadership team supported staff to have high aspirations for children, families and themselves. Staffs' contributions were valued and played a significant part in the development of the service. Leadership roles based on their individual skills and interests promoted a motivated team with a passion to secure positive 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 benefitted from a professional and caring staff team who demonstrated a desire to support all children to achieve their potential. Staff showed genuine care and interest in children's lives, development and learning. Children continually experienced supportive interactions, delivered with respect, warmth and kindness. This promoted positive relationships, attachments and children's comfort. Families told us they had a strong connection with staff. They also commented a strength in the service was staffs time and patience with each child, the support provided and staff wanting the best for their children. They described staff as being kind, attentive and welcoming to all children and families.

Staff valued each other and recognised the wide range of knowledge and skills within their team. Their reflective approach supported shared learning and professional development. This had positively impacted on children's experiences as the team worked well together to share ideas and enhance daily experiences. Positive communication between staff enabled effective information sharing to ensure children's needs were met and a consistent approach. Staff were inducted into the setting using the National Induction Resource, this enabled them to reflect on their experience and what was expected of them. As a result, staff were supported well to feel confident and comfortable in their role. Staff told us they felt empowered, valued and were supported well by the senior leadership team.

The level of staffing and effective deployment across the setting was managed well to ensure maximum supervision and staffs availability to children. This meant children's needs were met and supported their safety. Busy times of the day, such as children's arrival and collection time, were planned well. Staff were visually available to promote children's emotional wellbeing and implement planned support strategies where needed. As a result, children experienced a smooth transition between the home and care setting. Staff were aware of children's preferences and where they wanted to play. They worked well together to remain responsive to children's interests and positioned themselves to where they needed to be. As a result, children enjoyed choice and uninterrupted play.

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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