

St. Andrews Primary School Nursery Class Day Care of Children

45 St. Leonard Place
Dundee
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Telephone: 01382 307 830

Type of inspection:
Unannounced

Completed on:
11 March 2025

Service provided by:
Dundee City Council

Service provider number:
SP2003004034

Service no:
CS2003015793

About the service

St Andrews Primary School Nursery Class is a day care of children service provided by Dundee Council and is located in the Dundee area. The nursery is situated within the school building with access to their own enclosed outside space. The nursery is registered to provide a care service to a maximum of 44 children aged from three years to those not yet attending primary school.

The service is close to some local amenities such as, parks, shops and nature walks. Children are cared for in a designated space, they have access to the school gym hall, their own toilet and kitchen facilities, areas to have their meals and family rooms.

About the inspection

This was an unannounced inspection carried out by one inspector, which took place on Monday 10 March 2025 between 09:15 and 15:30. 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 evaluations we:

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

Key messages

- Children were happy and confident while they played.
- Children were kept safe by a staff team who were trained, knowledgeable and confident in safeguarding them and their families.
- Children were supported to feel valued and respected by staff who provided comfort and reassurance.
- Staff worked well together to deliver positive outcomes for children.
- Children benefitted from play environments that were clean, comfortable and homely.
- Quality assurance systems were in place that supported ongoing improvements throughout 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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - 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 people, therefore we evaluated this key question as very good.

Quality indicator 1.1 Nurturing care and support

Children were nurtured and cared for by a responsive and caring staff team who knew them well. Staff were down at children's level engaging in conversations and play. Comfort was freely given as reassurance to children when needed it or when they asked for it. This helped children to feel loved and secure.

Children were confident when engaging with staff. They asked for help if they needed it or to show them their achievements. For example, children showed staff they had written their name successfully and took staff to show off their creations outside. Staff praised children with enthusiasm and were genuinely proud of what children had achieved. As a result, children were excited to celebrate their achievements with others.

Children had individual care plans in place, where important information was gathered to support the needs of children. These were reviewed with parents in line with current guidance. Care plans were in place that supported staff to meet children's needs with strategies of medical needs highlighted. We discussed with the service to ensure these were signed and dated when they were no longer required. Chronologies were in place that captured significant events in children's lives. This helped to provide appropriate support to individual children.

Medication was stored appropriately and forms were reviewed with parents in line with current guidance. We identified some gaps in medication forms where information was not always clear. The management agreed and were proactive and amendments were carried out on existing forms. This would help with auditing processes where information is kept together and ensure information is not missed.

Children benefitted from a staff team who were continuously reflecting on how they could improve their experiences. Mealtimes, such as the lunchtime routine had recently been changed. These improvements provided children with opportunities to have their meal together in a calming environment. Children had opportunities to develop their independence skills, through self-serving side dishes, pouring their drinks and clearing their space away. Children carried out these tasks with confidence. Management had identified and monitored changes with plans to develop these further. We would encourage the service to continue with these plans. This would ensure children experienced mealtimes where they can develop their social skills and build relationships with others.

Children were kept safe and protected while they attended the service by a staff team who were trained and confident in relation to child protection. Annual training took place for all staff. A robust policy and procedure flow chart was in place for safeguarding children and their families. This ensured staff were able to follow correct processes in the event of an emergency.

Quality indicator 1.3 Play and learning

Children were seen to be having fun with a variety of resources, both indoors and outdoors. Children were engaged in their play and followed their interests. They were encouraged to transport resources of interest to them to develop their play ideas.

For example, children who were interested in dinosaurs played with these in the block and role play area. This allowed children to follow through with their play ideas and develop their creative thinking.

Children had opportunities to develop their language, literacy and numeracy skills through their learning environment. Resources such as books, blocks, name tags, and some visual signs. This helped children to explore and supported them with developing their information handling skills. Children were heard saying "this tower is taller than me" and another child shared, "look, this one is smaller than me". These resources could be developed further throughout the indoor and outdoor spaces. This would allow children to develop these skills further in different environments.

Planning approaches were child centred and followed children's interests. Floorbooks were used to celebrate and capture children's learning. Children's voice was celebrated throughout these floorbooks, with comments, mark making and pictures. Regular planning meetings took place between staff. This allowed them to come together, share children's interests in different areas and identify next steps to extend learning opportunities. As a result, children's experiences were enhanced.

Children took ownership of their own learning through their learning journals. These journals were kept low enough for them to access them if they wanted. The 'My Learning Conversation' update helped to keep parents informed and up to date with their child's achievements. Regular significant observations were captured of children's learning and appropriate next steps identified. The management team had identified next steps were not always revisited and systems were being developed to track children's achievements. This would help staff to ensure children progressed or identify if further support is needed.

Children had opportunities to explore their local community. They explore the local area through walks and visits to the library. Local football coaching teams come to deliver lessons with children while they attended nursery. These different experiences helped children to feel part of their community.

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 people, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

The environment was bright, light, clean and free from clutter. Play spaces were laid out carefully to ensure children had ample space to develop their play and interests. Additional rooms were available to use for different occasions, for example group times or family events. These spaces provided a calming space to engage in groups or discussions.

Children and families were welcomed into a homely and welcoming space. The use of real and natural objects, such as lamps, fairy lights and real plants created a calming environment. Children were seen role playing using real pots, pans, cutlery and mugs in the home corner. As a result, children were able to explore real life situations in a home from home environment.

Children benefited from free flow access to the garden space where children's health was supported through fresh air and physical play. Resources available to children outside promoted imagination and curiosity, for example loose parts such as, crates, guttering, and planks. A parent told us, "My child enjoys outdoor play and has had the opportunity to do some gardening". Further opportunities to develop physical play were offered to children. For example, playing games in the school gym hall.

Children were given the choice if they wanted to go to the hall and play games or continue with their play, their choices were respected. This resulted in children who felt listened too.

Children were kept safe while they explored their play areas both indoors and outdoors. Risks were assessed and monitored through robust risk assessments. These were reviewed regularly. Changes were documented with comments and dates. This ensured staff were aware of the most up to date assessment and supported safety throughout the service. Considerable work had been put in place with staff and children to develop security measures in the outdoor environment. This also included using SIMOA (Think, Act, Look) campaign from Care Inspectorate. Resources such as, the purple elephant were used to develop children's understanding of where it was safe to climb and play. One child shared "look the purple elephant is there, so it is not safe to climb there". As a result, children were beginning to be aware how to keep themselves safe.

Infection prevention control procedures were in place. Daily cleaning of resources and environments took place. This was further supported through effective hand washing by staff and children. Children were confident in washing their hands, for example before lunch or after using the toilet. We discussed with the service to ensure the children's toilet door is closed throughout the day. This would further reduce the likelihood of the spread of infection.

How good is our leadership?

4 - Good

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

Quality indicator 3.1: Quality assurance and improvement are led well

Children and families were meaningfully involved in the service. Families were welcomed into the service regularly, including at drop off and pickups. A vision, values and aims were in place and presented nicely within the entrance. The management team had identified these required to be reviewed. This would ensure a shared vision is created that benefits staff, families and children.

Children's overall experience was enhanced through a robust quality assurance system and processes that supported the effective running of the service. A quality assurance calendar was broken down into daily and weekly tasks. This helped staff to keep track of important actions that were required to be carried out. For example, when to review personal plans and medical forms.

Children and families benefitted from a meaningful improvement plan that focused on improving outcomes and experiences for them. Identified improvements were broken down into manageable tasks and timeframes. For example, priority three 'Leadership for all' included family learning, nursery champions and children's roles and responsibilities. These could be seen threaded throughout staff practice and children's experiences. For example, children helped to empty the dishwasher and put the snack plates away and had champion roles, such as 'Vegi Heroes'. As a result, children's outcomes, skills and knowledge were enhanced through a staff team who valued continuous improvement.

Regular audits took place throughout the service. These had been developed further through peer evaluations and professional discussions with other services. We discussed with management to ensure areas identified from these audits that could be improved were actioned or a plan in place to support these changes. This would ensure these processes were meaningful and continue to support continuous improvements and staff practice.

The management had a good oversight of the running of the service. They were up to date with current guidance and best practice. They reflected as a team how improvements were impacting experiences for children. We discussed how this could be developed further to ensure all auditing systems were robust. For example, ensuring all forms were completed accurately, such as medication or accident and incident forms. This would further support the staff team to ensure children were kept safe and support them to thrive.

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 people, therefore we evaluated this key question as very good.

Quality indicator 4.3 staff deployment

The staff team had a mix of knowledge, skills and experiences. They were kind and nurturing towards children. Children and their families were supported by staff members who knew them well. A parent told us, "My child's key worker communicates very well with us and we feel listened to". Another parent shared, "I always speak away without any difficulty and are approachable and friendly". As a result, positive relationships had been formed.

Staff deployed themselves appropriately throughout the day. There was ample staff to meet the needs of the children and extend their play and learning opportunities on the day of inspection. Busier times of the day did not negatively impact children's outcomes and experiences. For example, other staff members covered staff breaks. This ensured areas such as the outside were kept open, and children were able to continue to explore their play choices without disruption. The management team recognised and supported the staff team when absences occurred to meet children's needs.

Staff communicated well together and with children. They shared where they were going, what children were interested in or had achieved and asked for cover if they needed it. Staff were respectful towards each other and moved around the service with the majority of the children. This ensured staff that were covering in different areas felt supported. For example, when most of the children chose to play outside more staff went with them. This meant that children were monitored appropriately and staff were available to extend play and learning opportunities.

Children were cared for by a staff team who were passionate about improving their skills and knowledge. Regular training took place, as a team and online. A staff member told us, "It brings in fresh ideas and a fresh perspective to activities and the way we can use resources to extend and further develop children's learning". Another staff member shared, "Knowledge and experiences gained has updated current learning for myself and allowed me to transfer these skills within the setting". As a result, children's experiences were enhanced and they were supported to thrive and achieve.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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