

Fallin Nursery & Out of School Care Day Care of Children

Fallin Primary School
Lamont Crescent
Fallin
STIRLING
FK7 7EJ

Type of inspection:
Unannounced

Completed on:
25 March 2025

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Service no:
CS2003015605

About the service

Fallin Nursery & Out of School Care is registered to provide care for a maximum of 100 children at any one time, from birth to 12 years of age, of whom no more than 12 are less than two years of age. The service can provide care for a maximum of 20 primary school age children up to 12 years of age.

The service is located in Fallin, Stirling and is set within a purpose-built building situated within the grounds of Fallin Primary School. Children in the nursery were separated into three play areas, and the out of school service was based within a designated playroom in the primary school. All areas had direct access to outdoor spaces.

About the inspection

This was a unannounced inspection which took place on 24 March 2025 between 08:00 and 18:00. We provided feedback to the service on 25 March 2025. The inspection was carried out by two inspectors from the Care Inspectorate.

This inspection was part of a pilot, to test the 'Quality improvement framework for early learning and childcare sectors' developed jointly with Education Scotland. Because this inspection was part of a pilot, no new evaluations (grades) have been awarded.

During the inspection we:

- spoke with several children using the service
- observed practice and daily life in the service including staff interactions with children
- spoke with staff
- spoke with family members
- received feedback from 19 families through a Microsoft Forms survey sent to families
- reviewed documents relating to children's care and management of the service.

Key messages

- High quality outcomes for children were supported by a welcoming and inspiring environment.
- The layout of spaces across the service had considered the individual needs and interests of children.
- Staff respected children's choices and worked with them to build on their learning together.
- Quality assurance ensured that staff were continuously reflective to ensure high quality outcomes for children and families.
- Planning of experiences supported children to develop and foster deeper engagement, sparked their imagination, and enriched their play and learning.

Children thrive and develop in quality spaces

Quality Indicator 2.1: Children experience high quality spaces

A safe, secure and well maintained environment supported high quality outcomes for children. Secure entry systems and staff monitoring ensured children were safe at drop off and collection times. Senior staff managed registers and recorded numbers of children as they arrived and left the service. Staff were clear about their role in being accountable for the safety and wellbeing of the children in their care. A parent said, "My children feel safe and listened to."

Infection prevention and control systems and processes had improved since the last inspection. Staff and children ensured surfaces were cleaned regularly, we observed effective hand washing at appropriate times, and staff used Personal Protective Equipment (PPE) as required during personal care and at mealtimes. We saw the youngest children being supported to develop the skill of hand washing at their own pace supported by nurturing staff. Children's health and wellbeing was promoted by staff across the service.

The entrance hall and the playrooms were welcoming and inspiring. Children and families felt a sense of belonging as soon as they stepped into the building. A friendly welcome from staff and a daily check in with families had resulted in strong, trusting relationships being formed. Parents and carers told us they felt that children were safe in their nursery setting. A parent said, "Educators in the playroom are always happy and greet us with a smile in the morning. They will check in at drop off to see how my daughter is doing and if there have been any changes to her needs over the weekend."

The layout of spaces across the service had considered the needs, interests and choices of children. Natural light and sensory lighting created calm, nurturing spaces. Well planned spaces and high quality resources supported children to engage in their play experiences. Highly skilled staff reflected on and developed the spaces and resources by listening to children and planning for their next steps. The service aimed to ensure they recognised and celebrated diversity through the continued development of the environment.

Staff valued children's right to daily outdoor play. A parent said, "They have the opportunity to play outside when they are at OSC." Another parent said, "Even if weather not so good - they put on waterproofs and wellies and still go out if they want to." The outdoor space was planned to provide experiences suitable for all children, supporting their overall development and opportunities for learning about the wider world. Some staff were trained in forest schools supporting and understanding the need for children to access risky play opportunities. A parent said, "He loves playing outdoors and I feel since he's went to nursery it's brought him on with exploring new things outdoors." The staff from the school aged childcare part of the service continued to explore how they could develop the outdoor space to meet the needs and interests of the children attending.

Children play and learn

Quality Indicator 3.1: Play and Learning

Staff skilfully interacted and were attuned to the individual needs of children. Recruitment and retention of staff ensured the right staff were in the right places to deliver high quality care and support to children and families. High quality targeted interventions and staff interactions, including literacy and numeracy, promoted positive outcomes for children. Children were supported to recognise, enjoy and celebrate their successes. When asked what was best about the service, a parent said, "The lovely staff and their depth of knowledge about play and child development."

Staff valued children's right to play, supporting them to have fun, experience joy and have high quality learning experiences. The physical spaces were well planned and managed to support children's individual needs. In the playroom for younger children, the table legs had been removed and the table tops were on the floor, enabling the children to access resources including paint, sand and water. Staff recognised the value of play as an opportunity for developing skills for life and learning. This included involving children in preparing food for snack. All children were engaged in their play experiences supporting them to achieve their potential. A parent said, "He has been involved in all sorts of play experiences...making volcanoes, preparing food, building, using tools, water, paint, sand and outdoor play."

Planning was responsive to the interests of children, supporting them to make sustained progress in their learning. Staff were confident in their understanding of the planning cycle. There was a balance of child-led and intentional planning linked to children's interests, next steps and responses. Children's ideas and their voice was clearly evident. The connection between observations, floor books, learning journals, planning and tracking clearly evidenced the planning system. This demonstrated purpose and impact within planning which ensured children were making progress. Planning of experiences supported children to develop and foster deeper engagement, sparked their imagination, and enriched their play and learning.

Personal plans were detailed and contained information about children that was gathered in consultation with families and other agencies. They reflected the holistic needs of each child, promoted children's wellbeing and supported positive outcomes. Families told us that they had been involved in the development of the personal plans and that they met regularly with staff to formally review them. All staff were aware of children's needs and interests. This meant that children received care and support that was tailored to their needs. The service aimed to develop the personal plans for school aged children in consultation with the children and their families. This inclusive and proportionate approach will recognise all children as capable individuals who are listened to, valued and respected.

There was strong partnership working with other agencies to support children and families. Connections with other agencies meant the service could support families to link with services that provided targeted support when required. The service had continued to strive to build connections with the schools that their school aged children attended. This promoted positive outcomes for children attending the service.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com

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