

Invergowrie Primary School Nursery Day Care of Children

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Telephone: 01738 454 251

Type of inspection:
Unannounced

Completed on:
27 March 2025

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003016063

About the service

Invergowrie Primary School Nursery is registered to provide a care service to a maximum of 30 children. The age range of the children will be from three years to those not yet attending primary school.

The service is provided by Perth and Kinross Council and is situated within the town of Invergowrie. The service is in a residential area close to shops, parks and other amenities. Children are cared for in a large playroom and have access to an enclosed outdoor area.

About the inspection

This was an unannounced inspection which took place on 25 and 26 March 2025. 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, information submitted by the service and intelligence gathered since the last inspection.

During the inspection we:

- spent time with children using the service
- received questionnaire feedback from 16 families and six staff
- spoke with children, staff and the management team
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children experienced caring interactions from staff which helped them feel safe and secure.
- Children were fully engaged in various play experiences and activities.
- Children benefitted from a safe and secure environment where they could freely access outdoors.
- Quality assurance processes were leading to improved outcomes for children and families.
- Staff deployment over the lunchtime period should be reviewed to ensure all children's experiences are positive.

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?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	4 - 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, caring and nurturing approaches which supported their overall wellbeing. Staff had a very good knowledge of children and it was evident positive nurturing relationships had been formed. Families agreed and one parent shared with us, "Staff are always very approachable and very friendly. I can see how much of a bond my child has made with them as they go to them for comfort when they need it". Where children required support with personal care including nappy changes or toileting, children's privacy and dignity were respected throughout. This supported children to feel safe and secure.

Food choices were nutritious and reflected current guidance. These were appropriate for children's individual dietary needs. Children had opportunities to be involved in the planning and preparation of meals and snacks. Lunch helpers set the tables for their friends and snack helpers also prepared the food. These were rich learning opportunities for children. Children sat for long periods of time which did not meet their needs. This was taken on board by the manager and staff, and significant improvements were made on the second day. Staff sat with children in a relaxed atmosphere, ensuring a caring and positive social experience for all children.

Children's overall wellbeing was supported through effective use of personal planning, taking account of the wellbeing indicators. Plans were fully completed and reviewed regularly with families. Families were central to this process ensuring effective information sharing which was used by staff to promote consistency and continuity of care. There was ample information in these documents which enabled staff to have a very good knowledge of children's needs.

Staff and management worked proactively with children, families, and other professionals to identify appropriate next steps and strategies based on children's individual needs. This information was used consistently and effectively by all to ensure positive outcomes. For example, staff consistently used their visual lanyards and Makaton to support children. One family shared, "I am given the plan regularly and asked to update and review this and continue to build on the identified things at home. I also enjoy reviewing it to see all the things that have happened and my child has achieved at nursery".

Quality Indicator 1.3: Play and learning

Planning approaches to play and learning had been an area of development for the nursery that had been identified through self-evaluation processes. Planning was responsive to children's interests and life experiences and children's voice was evident throughout. Planning and children's next steps were created and discussed with families which supported a shared approach. As a result, children were developing a broad range of lifelong learning skills.

Effective assessment of information, progress and achievements was established through individual tracking. Any additional supports were identified, planned for, and implemented. Children were progressing well, were happy and confident. Families agreed and one parent shared, "Staff are friendly, open and informative about my child's learning, play, achievements and challenges".

Staff had a very good understanding of child development and skilfully used this to support high quality play and learning experiences. Effective use of questioning from staff extended children's thinking and widened their skills. Overall, observations of children's play and learning were of a good quality and provided evidence of a wide variety of play experiences. Children had some ownership of their learning journals and were encouraged to include their artwork and their voice in these. Floorbooks documented children's learning, their voice and their mark making. There was some evidence of children revisiting their learning in their journals and the floorbooks. The manager and staff recognised this as an area they would like to strengthen. This would support children to further develop their critical thinking skills while boosting their confidence and self-esteem.

Management and staff supported the emotional resilience of children and families through family nurture approaches. Children, families and the community enjoyed Bookbug, Play on Pedals and Eat Well Play Well sessions together. Feedback was gathered which enabled the service to deliver bespoke sessions that mattered to families. This ensured families received the support that was right for them to improve outcomes for children. One parent shared with us, "My child and different members of our family attend the family learning sessions which we all love as it gives us a chance to spend time with my child plus learning new skills at the same time".

Digital learning had been an area of development for the service that had been identified through self-evaluation processes. Families, staff and children had been included in this development. As a result, children were confident using technology. Children shared resources and worked together, problem-solving and taking turns.

Children had good connections to their own and wider communities. For example, walks in the community, visits to a local care home and links with the local church. Leadership had identified they would like to strengthen these valuable opportunities for play and learning. This would further support children's sense of belonging and develop their social skills.

How good is our setting?

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 2.2: Children experience high quality facilities

The setting was comfortable and welcoming, with plenty of natural light and ventilation. In the welcome area children had their own pegs and trays to store their artwork and spaces to display their work and voices. This gave a strong message to children that they matter.

Children had ample space for their needs. A secure outdoor area was available and children benefitted from free-flow access to this area. Children had spaces to develop their skills on bikes and some covered spaces to explore. Children also had occasional access to a more natural area of the playground where they enjoyed climbing trees and exploring the wildlife.

The indoor and outdoor environments took account of children's stages of development and learning. Spaces reflected children's interests with resources and materials to support learning. Children thoroughly enjoyed playing with all the construction toys and spent a considerable amount of time on the rug playing together developing their problem-solving skills.

Some homely touches had been added such as flowers, small plants, cushions and rugs. There was scope to develop the environment further to ensure it was as homely as could be. For example, the overhead lights were very bright, which could have an impact on children's wellbeing. More cosy, quiet, dimly lit areas would provide spaces for all children to access to feel safe and manage their emotions. We also discussed the use of overuse of bright print and resources in areas. This should be used with careful consideration of its actual need or benefit, to ensure it does not lead to a busy, cluttered environment. The service should build on the natural and real-life resources in the nursery. This would support a more calming environment and enhance children's sensory development.

Some effective infection prevention and control measures were in place. All staff had attended infection prevention and control training and the environment was clean and well maintained. There was scope to strengthen children's handwashing and face cleaning after eating to help prevent the spread of germs.

On the first day of inspection, it was noted that the nappy changing area was cluttered and used as a storage area for some resources. We shared that nappy changing areas should be for this purpose only and any nappies etc. should be stored in lidded boxes to minimise the risk of infection. This was actioned by leadership on the first day. It was also noted that the nappy changing did not have working ventilation. This was resolved by leadership by the end of the inspection process. This will help maintain a healthy environment to support children's health and wellbeing.

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.

The service provided a welcoming ethos for children and families. Positive values were embedded in the everyday life of the setting and informed staff practice. The aims focussed on promoting positive outcomes for children which included providing a relaxed and friendly atmosphere and offer continuing support to families. We suggested a review of these to also gather the views of children and families. This would ensure these fully reflect a shared vision for all.

The leadership team recognised the importance of staff wellbeing and strived to ensure all staff felt supported and confident and be involved in sharing responsibility for making improvements. Support and supervisions with the head teacher helped to support staff skills and development through professional discussion. These provided opportunities to praise staff and share good practice observed.

Staff demonstrated a commitment to provide a high-quality service. Staff were motivated and enthusiastic within their role and spoke positively of how their champion roles and continuous professional development supported them to provide a high-quality service to children and families. Staff took responsibility to ensure their own training needs were met. We discussed how it would be beneficial to create a staff training overview. This would ensure leadership had the most current staff training information to support quality assurance processes.

Self-evaluation enabled the service to deliver high-quality care and support tailored towards children's and families' particular needs and choices. Staff shared they regularly met together before sessions, team meetings and in-service days to reflect together using best practice guidance and use these reflections to

bring about positive change to outcomes for children and families.

A detailed and relevant improvement plan was in place which was broken down into manageable blocks for staff. This was regularly reviewed and evaluated and detailed the impact for children. There were some opportunities for children and families' views to inform the development of the setting. For example, the use of voting systems, informal conversations and questionnaires. A 'You said, we did' display supported families to feel listened to and valued.

How good is our staff team?

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 4.3: Staff deployment

A stable and consistent staff team promoted continuity of care across the day and ensured positive transitions and communication with families. Families were warmly welcomed into the service by management and staff, and we observed very positive relationships with families. Information was regularly shared with families through noticeboards and online platforms. Families and children were kept informed of staffing through the noticeboard in the welcome area. Families all agreed they had a strong connection with the staff caring for their children. One shared with us, "There is always a very warm welcome at pick up and drop off and I know I can go to any of the members of staff if I need to discuss anything with them".

Effective use was made of the differing experience, knowledge and skills of the staff group to ensure children's experience across the whole day was positive and that they are safe. Overall staff deployed themselves well to enable them to see children. The room layout made this a little tricky, however, staff worked together to ensure supervision of the children across the day.

Staff breaks had some impact on the lunchtime experience on day one. Staff became quite task focussed which resulted in some children having little or no interactions during this period. We also asked the service to ensure that ratios should be maintained at all times especially over the lunchtime period. This was taken on board by management and improvements were made on day two. The addition of another member of staff supported the lunchtime transition and experience for children.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To support the health and wellbeing of the children using the service it is recommended that all staff complete first aid training.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 15 March 2019.

Action taken since then

Almost all staff had attended current first aid training.

This area for improvement has been met.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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