

Carron Primary School Nursery Class Day Care of Children

Alloa Road
Carron
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Type of inspection:
Unannounced

Completed on:
29 January 2025

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2006141329

About the service

Carron Primary School Nursery class is registered to provide a care service to a maximum of 64 children aged three years to those not yet attending primary school full time at any one time.

The service is situated in Carron, Falkirk. The service is located within the grounds of Carron Primary School. Children have access to a playroom where they can take part in a wide range of high-quality play experiences. There is a large well equipped and fully enclosed outdoor learning environment for children to access throughout their nursery session. Children have regular opportunities to explore their local community. This includes regular access to nearby woodland, local shops and parks.

About the inspection

This was an unannounced inspection which took place on 28 and 29 January 2025 between 09:00 and 16:00. We provided feedback on 29 January 2025. The inspection was carried out by an inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included registration and any complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke with children using the service
- reviewed feedback from ten families using MS forms
- reviewed feedback from nine staff members employed in the service using MS forms
- spoke with senior management and all staff
- observed practice and daily life - reviewed documents
- spoke with visiting professionals.

Key messages

Children were having fun, and they were engaged in high quality learning experiences.

Children benefitted from a rich indoor and outdoor environment and moved freely between both spaces.

Staff were highly skilled, dedicated, and compassionate. All staff were committed to providing a fun, safe and high-quality environment for children to reach their full potential.

Children and families benefitted from a service committed to continuous improvement supporting positive outcomes for children.

Carefully considered staff deployment ensured that children's individual needs were very well met across their day.

The management team were very well organised and had effective quality assurance systems in place to support self-evaluation.

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 consistently received high levels of care and support from kind, caring and nurturing staff who knew them extremely well. This encouraged children to develop strong and trusting relationships with staff. Children were sensitively supported by skilled staff. This resulted in children feeling safe, secure and loved.

Personal plans were in place for all children, this was a key strength of the service. This approach contributed positively to children's overall health and wellbeing. Personal plans were completed in partnership with families and updated regularly. The service used 'what matters to me' forms which families and children could share what was important to them. This ensured that key information was shared between home and nursery. This supported families to feel valued respected and included. By gathering this important information, it meant that staff were confident and knowledgeable in supporting children's care and development needs. Families confirmed this and told us that they were involved in reviewing personal plans and some comments included:

"I love that as a parent we get to see everything our child does through the parent child learning journal. I like having an input and feeling like I'm involved even if I'm not there in person."

"I have regular contact with my child's key worker, and they also update their journal regularly."

"Through use of learning journal, I can add my own views towards his next steps in his learning."

Children benefitted from a daily routine that was calm, organised and respected their needs and choices. For example, children were able to choose when and where to have snack and their play was not disrupted. Mealtimes were a key strength of the service they were calm, relaxed, and unhurried experiences for all children. Careful consideration had been given to the mealtime experience. Children could choose to eat their snack and lunch indoors or outdoors. This approach ensured children's needs, wishes and choices were respected and valued. Children had lots of opportunities to be independent and make choices. Children confidently poured their drinks, prepared and served their own food. They were developing important skills for life. Staff sat with children and this approach ensured that children were having a positive social experience at both snack and lunchtimes.

Effective communication systems were in place to ensure children were safe and accounted for. Staff and children were actively using the Care Inspectorate SIMOA (Safe, Inspect, Monitor, Observe, Act) campaign, 'Ne Ne' the elephant helped to bring this to life for children, this further enhanced staff practice and kept children safe.

Personal care interactions were warm and respectful, staff sought children's permission prior to changing nappies, wiping noses, and changing wet clothing. This approach respected and valued children's wishes and choices.

Staff supported children's emotional wellbeing by offering regular check ins and by valuing children's emotions. For example, creative use of the 'colour monster' story supported children to recognise and name their emotions. Staff validated these emotions by offering comfort and reassurance.

Support plans with clear strategies and evaluations of progress made, meant children with additional support needs were well supported to achieve their full potential.

Children were kept safe and protected from harm and abuse by knowledgeable and well-trained staff.

Medication systems were well organised and were stored safely following best practice. Documentation was accurate and reflected children's individual health needs and requirements.

Quality Indicator 1.3: Play and learning.

Children were purposeful and engaged in play during our visit. They had fun exploring the play spaces both indoors and outdoors moving freely between both spaces. The learning environment was bright, spacious, inviting and stimulating. Resources and experiences enabled rich learning opportunities and promoted challenge. Skilled staff confidently enhanced children's play and learning through carefully considered and meaningful interactions. This approach encouraged children to freely access resources whilst developing a sense of ownership and respect for their environment.

Children were well supported to achieve and progress. Staff spoke confidently about the benefits of using various approaches when planning resources and activities to meet children's needs. This meant planning approaches were child led and responsive to their interests. Staff used focused observations of children to support and identify individual next steps in learning. Children's ongoing progress was supported by sharing observations and next steps with parents via Learning Journals digital platform. Effective tracking of progress ensured that all children were supported to reach their full potential. As a result, children were progressing well and were happy and confident.

Children had free flow access to the large and well-equipped outdoor space, they enjoyed the benefits of fresh air, physical exercise and using open ended materials. In addition to daily outdoor play, children could also choose to eat their snack and lunch outdoors. This encouraged children to spend longer periods outdoors. Staff understood the benefits of regular outdoor play and we saw them supporting children with risky play. For example, using tyres to climb on. This approach encouraged children to understand their own capabilities and develop confidence in how to be safe. Parents told us that their children loved the outdoor area and the variety of experiences on offer.

Children also benefitted from regular opportunities to visit local woodland and were developing strong links with their community through walks.

Literacy and numeracy opportunities were naturally woven and embedded in the play experiences on offer. For example, children enjoyed reading stories and singing rhymes with staff in the comfortable and attractive reading areas. Children also benefitted from a visiting music specialist to further enhance this learning.

Family engagement was a key focus within the service with regular opportunities for families to be involved in the life of the service. For example, regular stay and play opportunities, book bug sessions and family breakfasts were well attended. One parent commented that "I feel the nursery are always encouraging parent involvement/feedback."

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 benefitted from a well-furnished, comfortable, calm, and homely setting. Staff had carefully considered the spaces around children's needs and interests, as well as responding in the moment to children's learning. Children were purposeful and explored the wide variety of resources on offer. For example, we saw children using the art and craft area and creating large models. They were fully engaged in this experience. Children were able to use a variety of resources independently. Staff asked open ended questions to widen their thinking. This created an enabling environment that provided a space that was right for children to play and learn.

Across the play spaces all children were able to explore a wide variety of real life and authentic items. For example, real crockery and real clothing. This made the spaces inviting and filled with endless possibilities. The rich space challenged children to have high aspirations and push forward with their thinking. The secure nursery garden was accessible throughout the session. Children could direct their own play and were supported to be active and healthy. For example, a large area provided a stimulating space where children comfortably engaged with a variety of loose parts resources and benefited from taking risks in their play. Staff were enthusiastic about outdoor play experiences, and how they had developed the outdoor space in consultation with the team, children and their families. The service was well equipped with appropriate children's clothing to ensure that they could benefit from outdoor play throughout the year.

Staff supported children to risk assess and were proactive at helping them to identify and understand potential risks. For example, children in the block area were creating large high models. Staff observed this while children problem solved how to be safe and to achieve their desired model. This promoted challenge and enabled children to take part in risky play in a safe and responsible way.

Staff implemented robust infection, prevention, and control routines to minimise the potential spread of infection. The environment was very well maintained, and we observed children being supported to understand the need for good hygiene and hand washing throughout the session. This contributed to keeping children safe and healthy.

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.

Children benefitted from a service that was committed to continuous improvement. Staff placed children's outcomes at the heart of their work. The vision, values and aims of the service were embedded, staff, children and families had a shared understanding of this, and it contributed to the positive ethos of the service. The team had developed strong and positive relationships with families. Parents told us they felt that their children are very well cared for. One parent commented that "it's a great nursery all the staff are more than happy to help. Welcoming friendly team of staff that are excellent with my child." This ensured that families felt included and valued.

Effective policies, procedures and robust quality assurance processes were in place to support the development and improvement of the service. The management team and staff were committed to the ongoing development to ensure children reached their full potential. A relevant improvement plan was in place which was created with staff to enable a shared vision. Feedback was regularly sought from children and families to ensure their wishes and choices were fully considered. This demonstrated a reflective and considered approach to the development of the service. This also supported the management and staff to be reflective and encouraged children and families to feel included in the life and development of the service. Families confirmed they felt involved, one parent commented that "I love that all staff are open to hearing me and my child's views and try to help improve the service they provide as best as they can."

A range of quality assurance processes were in place to enable reflection on the service and planning for improvements. They were used to highlight strengths as well as areas for development. All staff had been involved in self-evaluation discussions using a variety of tools including a quality framework for day care of children, childminding, and school-aged childcare. This was supporting children's play and learning across the service. This also highlighted that a culture of continuous improvement was embedded within the service.

Strong leadership supported all staff to take forward their individual strengths and interests, building confidence and capacity to improve. Leadership roles such as, marvellous mealtimes, sewing and outdoor learning, gave staff ownership within the setting. Staff used research and theory to support change. This further supported positive outcomes for children. As a result, Children received high quality care as all staff had strong values and promoted a positive nurturing experience for all children and families using the service.

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 passionate and caring staff team. Positive relationships had been developed and as a result staff knew the children and families very well. All families described staff as supportive and caring. They told us they were very happy with the care their children receive. The staff team prioritised relationships with families and this was evident in their interactions with families at drop off and pick up times. This approach ensured families felt included, respected and valued.

Staff had clear roles and responsibilities, and communication was a key strength. This ensured that children's individual needs were consistently met from all staff. Staff were respectful and very supportive of each other. They were very warm, caring, and sensitive in their approach and demonstrated positive team working. This promoted a happy, loving, and secure environment for children.

Leadership at all levels was actively encouraged. This empowered staff to share their individual skills and knowledge. This approach built on existing strengths and supported all staff to further develop their practice and skills. Regular team meetings and staff training opportunities helped staff to reflect on their practice, learning and development. This meant that children benefitted from consistent high-quality experiences.

Staff told us they felt valued and supported by management and the wider team; one staff member told us they felt very much like a family as staff looked after each other and this was a real strength of the team.

This positive and supportive ethos meant that children were thriving as result of the loving and nurturing care they experienced from all staff.

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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