

Dunbeg Primary Pre Five Unit Day Care of Children

Dunbeg Primary School
Dunbeg
Oban
PA37 1QF

Telephone: 01631 564781

Type of inspection:

Unannounced

Completed on:

26 April 2019

Service provided by:

Argyll and Bute Council

Service provider number:

SP2003003373

Service no:

CS2003014641

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was registered with the Care Inspectorate on 1 April 2011.

Dunbeg Primary Pre Five Unit is a daycare of children service and is registered to provide care to a maximum of 15 children aged from three years to those not yet attending primary school.

The provider is Argyll and Bute Council.

The service operates from their own designated space within Dunbeg Primary School, located in a residential area of Dunbeg near to Oban.

The service's aims include:

"Achievement: being ambitious for ourselves, each other, our school and community. Ensuring that all children succeed by making sure that we understand their needs and address them effectively. Community: Developing trust and respect, being honest and trustworthy, being a good friend. Reaching out to help, support and encourage others. Enterprise: Developing our skills, confidence and interests so that we can lead others. Being responsible in the decisions that we make. Thinking creatively, reasoning and solving problems for ourselves".

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included (also known as SHANARRI).

What people told us

On the day we inspected there were 11 children present in the morning and nine children present in the afternoon all aged 3-5 years. During the inspection we observed and spoke with the children individually and also as part of a group. They had great fun sharing their views and experiences with us. They told us about the stories they had all written for their "adventures of stick man" book and showed us the experiments they were creating with magnets, sand, water, play dough and coins, as well as how to look down a microscope and prepare slides for close examination !

We were able to see how much they enjoyed the challenge, excitement and adventure of being outdoors, practising their climbing and balancing skills and searching for insects and tadpoles on their woodland Easter egg hunt !, as well as socialising together at lunchtime, singing songs and listening to stories with "Floss the dog" and "The Golden Egg" a particular favourite. Staff were warm, caring and attentive in their approach. The children were confident about asking for help should they need it. Some of their comments included:

"Come and see my story"

"I wonder what is in the sand today"

"I'm trying to work out how to make my own slide" [for the microscope]
 "Purple is my Grannie's favourite colour"
 "I'm making a bunny rabbit"
 "I'm making a flower"
 "I hid in a tunnel !"
 "I like playing football"
 "We've found them ! Look tadpoles - they'll turn into frogs !"

The three parent/carers we spoke with were happy with the service their child received. They felt involved and well informed and commented positively about the skill of staff and the opportunities their child had been given to develop, learn and flourish. One parent did express the view that he/she was not so keen on the format of the learning journals now that they were online.

We received 18 Care Standard questionnaires from the 20 we distributed before the inspection. Everyone was very happy or happy overall with the quality of care their child received. Everyone agreed the service had involved them and their child in developing the service and asking for their ideas and feedback. Comments we got back included:

"I'm very happy with my [child] attending Dunbeg primary nursery unit. I feel he/she has blossomed there. He/she was shy and lacked confidence before attending the nursery. Now he/she is happy and full of confidence. [My child] has nothing negative to say about it. It is very noticeable how much he/she is learning - art, numeracy, writing letters, as he/she continues to practise when he/she's at home. He/she has made many friends. I think the nursery staff are exceptional - I can see [my child] is always included and very well looked after and I completely trust them to look after him/her. [My child] will start primary school in August and thanks to his/her amazing experience of nursery I think he/she will be ready ! I wouldn't hesitate to recommend Dunbeg primary nursery to any other parent."

"I am very happy with the care given to my child. He/she has always been encouraged, supported and understood. Dunbeg nursery have always been very open and honest with my husband and myself when it comes to our [child's] abilities and progress, which has allowed us to have a very positive relationship with the nursery workers. I trust them completely with my [child's] early education."

"I would like to thank all the nursery staff, head teacher and teachers from Dunbeg Primary school. The service is brilliant, very warm atmosphere, good communication, [my children] are very happy to be in there."

"Dunbeg nursery and the teachers are great. My [child] really enjoys going to nursery and learns so much through fun and play. He/she feels very connected to the teachers and knows he/she can turn to them for any of his/her needs."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Staff were forward thinking, committed and motivated to trying new ideas. They were working well together as a team to create an inclusive, nurturing environment where children and their families felt welcome, listened to, valued and respected. They understood the importance of giving children the time and space to develop their ideas, flourish and be creative. Their interaction was sensitive and well judged. We were able to see the children present confident about expressing their thoughts, views and feelings and making choices and decisions about what they wanted to do and play with throughout the day.

In discussion with staff it was clear they knew children and their families well. They valued and took account of parents' knowledge and views of their child's development needs, interests, preferences and personality when gathering the information they needed to develop and review each child's personal plan and support their transitions. They spoke sensitively and knowledgeably about children's individual care, learning and development needs and the importance of developing trusted and loving relationships with children to nurture and help them feel valued, safe and secure.

They had embedded the GIRFEC national practice model and SHANARRI wellbeing indicators into their work with children and their families. They knew about the long term impact that adverse childhood experiences (ACEs) can have on outcomes for children and their families, and the importance of wellbeing risk assessments as part of their support planning and assessment process. Children's transitions were being carefully planned and monitored with their next steps and support planning linked to their individual development and learning strategies.

A personalised online learning log framework was being used to track children's progress and celebrate their achievements, with a learning journey being regularly shared with their parents. When we sampled these records we were able to see the work undertaken on refining how they reported and recorded on children's progress to establish clear progression pathways. Meaningful observations, that reflected their development and learning were being used to assess how best to support their individual needs and challenge their learning, with next steps focussing on areas to extend their learning and help secure and sustain their progress over time.

Staff had lead responsibility for different aspects of their setting and children's learning. They demonstrated through their practice that they understood the importance of providing a dynamic, fun, stimulating and enabling environment both indoors and outside. They were using a range of guidance to support the development of their setting, and enrich children's experiences, enabling them to flourish, follow their curiosity, solve problems and make sense of the world. For example, they had introduced open ended materials, resources and loose parts play, to promote their independence and natural curiosity, develop their physical agility and help

build their resilience. They knew about our guidance "My World Outdoors" and the positive impact of outdoor play on children's development and learning. We saw children engaged and purposeful in their play, in a numeracy and literacy rich environment, using their imagination and ingenuity to explore, discover and experiment with a range of different materials, tools, natural and sensory resources.

They were managing risk positively to promote children's independence and empower them to make safe decisions, develop their knowledge and self-awareness, as well as provide opportunities for them to contribute more of their ideas and experiences to their learning. We discussed how implementing the balanced approach of a risk benefit model could further support children's learning, promote their independence and build their resilience, self confidence and enjoyment of risky play.

What the service could do better

In discussion with the head teacher and staff it was clear they were committed to embedding the new Health and Social Care Standards My support, my life into their practice to achieve the best outcomes they could for children and their families.

Arrangements were already in place for supporting children with their personal care, that promoted their independence, as well as protect their rights to privacy and dignity and minimised the spread of infection. Although the toilet facilities available for the nursery children to use were clean and fresh, these were shared with the rest of the school. Their location was also impacting on the flow of play at times. We observed the children having to spend time waiting for each other before they were able to go outside to play.

The head teacher was able to confirm that a new purpose built building with separate toilet and nappy changing facilities for the nursery were part of the planned changes the local authority had for their setting, to meet the Scottish Government's expansion in early learning and childcare entitlement to 1140 hours. The work was scheduled to be completed for the start of the school session in August 2020 and would be carried out over the summer holiday period. A notification and variation would be submitted to us in due course for the planned alterations and any changes to their conditions of registration. In the interim, they would continue to have protocols in place that were sensitive to, and took account of, all the children's privacy, dignity and safety.

They were already thinking carefully about how they would manage lunchtimes in their new setting and support children to have a positive eating experience and enjoy well-balanced, nutritious food. We discussed how our new guidance "Food Matters nurturing happy, healthy children" could be a useful resource in further developing their plans.

They also had plans to further develop their outdoor play spaces with the new setting enabling them to "free flow" outdoors.

For further reference, we signposted the service to the updated guidance "Infection Prevention and Control in Childcare Settings", our new guidance on "Nappy changing facilities for early learning and childcare services: information to support improvement", the "Space to Grow" design guidance for early learning and childcare settings and out of school care settings and the "Out To Play" Practical guidance for creating outdoor play experiences in early learning and childcare.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

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

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
21 Apr 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
29 Apr 2013	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good
23 Apr 2010	Unannounced	Care and support 4 - Good Environment Not assessed Staffing Not assessed Management and leadership 4 - Good

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