

# Antonine Primary School Nursery Class Day Care of Children

Broomhill Road  
Bonnybridge  
FK4 2AT

Telephone: 01324 503140

**Type of inspection:**

Unannounced

**Completed on:**

27 November 2018

**Service provided by:**

Falkirk Council

**Service provider number:**

SP2004006884

**Service no:**

CS2003043612

## About the service

Antonine Primary School Nursery Class is part of Falkirk Council's provision of early learning and childcare. The service is registered to provide a care service to a maximum of 50 children aged from three years to those not yet attending primary school.

The service is located in Bonnybridge on the same site as the primary school. The head teacher is the named manager for the service. The accommodation comprises of an open-planned playroom with an integrated kitchen and children's toilets and changing area. The entrance to the nursery leads to a good-sized cloakroom and a small office. Direct access into the school enables children to be active in the gym hall and a secure outdoor space provides them with a variety of open-ended and loose parts play experiences.

The Motto for the service was:

"Antonine Nursery: a fun place where children can grow and learn in a safe and nurturing environment."

The statement of aims for the service were as follows:

"To encourage a safe and stimulating indoor and outdoor environment, with happy, secure and confident children.

To create opportunities for play where the children are encouraged to become curious, creative, independent learners.

To create a variety of play opportunities where children are encouraged to become successful learners, effective contributors, responsible citizens and confident individuals.

To ensure all learning experiences promote the 7 principles of curriculum design: breadth, coherence, depth, progression, relevance, challenge and enjoyment, personalisation and choice.

To promote all children's wellbeing through a commitment to Getting It Right For Every Child.

To ensure all children feel nurtured and supported to communicate their needs, wants and feelings with others.

To encourage children to explore, appreciate and respect their environment.

To provide opportunities for all children to celebrate their success and achievements both within and outwith the nursery setting.

To promote and maintain effective partnerships with parents/carers, outside agencies and the wider community."

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 GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible, and included.

This service has been registered since 1 April 2002.

## What people told us

During the inspection we spent time with the children present. We observed them to be happy and confident in the setting. Children told us about their experiences, including playing outdoors in the sand, climbing and balancing on the pallets, and using screwdrivers and hammers. They were curious when they realised the water had frozen in the tuff trays, having fun cracking the ice. They were developing a range of skills when helping to prepare snack and making the Play Dough and were proud of their achievements.

We spoke with six parents who commented positively about the quality of the nursery. They said that staff were supportive and approachable, that effective communication meant that they were provided with information about children's daily experiences and their progress, and that children's interests were supported through the variety of activities available. They especially liked that children could play outdoors. They told us about the ways that the service involved them in the service and informed them about their children. They included stay and play, formal meetings, daily chats, and Twitter.

We sent out Care Standards Questionnaires (CSQs) for distribution by the service. Eight completed questionnaires were returned. They highlighted that families, overall, strongly agreed that they were happy with the quality of the care children received.

## Self assessment

The service had not been asked to complete a self assessment in advance of this inspection. We looked at their 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:

<b>Quality of care and support</b>	5 - Very Good
<b>Quality of environment</b>	not assessed
<b>Quality of staffing</b>	5 - Very Good
<b>Quality of management and leadership</b>	not assessed

## What the service does well

Staff showed warmth, kindness, and compassion towards families using the service. This supported children to build trusting relationships and to develop self confidence. Parents commented positively about the support received during the transition period for children from home to nursery, helping them to feel safe and secure. Effective communication reassured parents that children were settling well.

Responsive care and support was delivered by a staff team who had a very good knowledge and understanding of children's individual needs. Working with other agencies, they agreed a team approach to supporting children's progress. For example, initiatives, including Nursery Narrative, supported children's speech and language, encouraging their listening skills, and building confidence when communicating.

Children were having fun and were achieving as a result of well planned experiences that took account of their interests and preferences. It was recognised that free flow outdoor play supported children who preferred to learn outdoors. Open-ended play experiences supported children to be naturally curious, imaginative, and creative. They had access to risky play activities, learning to stay safe and building confidence. A love of music and rhyme supported them to be active and to become confident as they danced to the music. Children were supported to make healthy lifestyle choices through talking about keeping their bodies healthy when active in the gym hall and outdoors, being included when planning the snack menu, and regular toothbrushing.

We found that general practice in the areas of managing medication and recording accidents and incidents were managed well. Staff were aware of their responsibilities to safeguard children in their care and had regular training to refresh their skills and knowledge in the protection of children.

Staff had a nurturing approach towards children so that they felt valued, loved, and secure. They were courteous and respectful towards parents who said they felt comfortable when sharing information and being involved in the service.

The staff team were enthusiastic and demonstrated commitment to continuing to develop their knowledge and understanding of how best to meet the needs of children. Systems were in place to review personal development and training needs. Opportunities were available to support professional dialogue and positive role modelling so that staff could reflect on and improve practice.

The staff team was committed to improving outcomes for children and families working effectively to develop the quality of the service. There was a clear focus on self evaluation, addressing areas for improvement and taking the service forward based on a foundation of current thinking, research, and good practice.

## What the service could do better

Children were supported to develop skills including, for example, thorough access to risky activities and food preparation. We discussed the role of staff and ways to develop their understanding and confidence to enable children to extend their thinking and apply their developing skills in these situations.

Continuing to provide meaningful staff training opportunities including, for example, the use of effective questioning and effective restorative language in interactions with children will further promote and support inclusion and continue to develop a collegiate approach across the staff team.

Transitions from home to nursery were managed well with parents commenting positively about the process. The service has considered the possibility of home visits to develop the transition process with a view to supporting the development of relationships with families at an earlier stage and minimising some of the anxieties felt by parents and children when visiting the service for the first time.

The service continued to develop designated nurture areas to provide a cosy, warm space where children could be peaceful, quiet, and have time to reflect. They had used good practice guidance including 'Space to Grow' to support the continued development of these areas.

## 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](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings
27 Nov 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
28 Nov 2012	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good
28 Nov 2012	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good
13 Jan 2009	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good

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