

# St. Mary's Primary School Nursery Day Care of Children

St. Mary's Primary School  
Rosewell Road  
Bonnyrigg  
EH19 3HL

Telephone: 01312 714 690

**Type of inspection:**  
Unannounced

**Completed on:**  
2 March 2023

**Service provided by:**  
Midlothian Council

**Service provider number:**  
SP2003002602

**Service no:**  
CS2003016000

## About the service

St. Mary's Primary School Nursery is registered with the Care Inspectorate to provide a day care of children service to a maximum of 48 children aged from three years to not yet of an age to attend primary school at any one time.

The nursery is an integrated part of St. Mary's RC Primary School in the town of Bonnyrigg, Midlothian. The premises is purpose built providing bright and spacious indoor accommodation with direct access to a dedicated nursery play space. Nursery children use the school playground, trim trail and school resources such as the library.

## About the inspection

This was an unannounced inspection which took place on 27 February 2023 between 09:30 and 15:00. 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 previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service and received comments from five of their parents
- spoke with four staff and the head teacher
- observed practice and daily experiences for children
- reviewed documents.

## Key messages

- Children were confident, nurtured and having fun in nursery.
- The accommodation and provision of activities and resources provided children with a comfortable and welcoming environment for their care and learning.
- High-quality care and support was achieved through very good quality assurance processes, self-evaluation and improvement plans.
- Staff enjoyed their role and felt supported by managers. They were reflective and had taken part in a range of training, which had helped them to develop their skills in their childcare roles.

## 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.

### 1.1: Nurturing care and support

Children were very well supported by staff who provided calm and quiet nurturing care. They were confident in their interactions with staff and in the nursery environment. Children who were settling into nursery were very well supported by staff to understand routines and have fun in nursery. One parent commented, 'All the staff are very approachable, kind and nurturing'.

To support children's wellbeing staff had gathered a range of information from parents about their child. This made up the personal plan for each individual. Plans we sampled were up to date and contained evidence of support strategies where necessary. The use of the keyworker system gave parents an identified member of staff to talk to about their child but all staff contributed to the care and observations of children.

Children benefitted from the links that staff had made with other professionals to support children in their care. Input from speech and language therapists and education psychologists were used by staff to develop detailed support plans for some children.

Medication was stored securely, labelled and out of reach of children. Documentation was accurate and reflected children's individual health needs. Details included the type, strength and dosage of medication. We found families had regularly reviewed, updated and signed off on this information to ensure that it supported children's current health needs.

Children were familiar and comfortable with the limited number of transitions and well managed routines during the day. This enabled children to track time and be fully comfortable with what happened next increasing their feeling of security and confidence.

The procedure for mealtimes was well organised and children were able to choose their hot meal earlier in the day. This enabled staff to talk with children about what they were having for lunch and had resulted in children eating more in nursery. Lunch was well supported by staff. Children were encouraged to eat and drink well. They had enough time to enjoy their lunch experience and chatted happily to each other and to staff at this relaxed and sociable time.

### 1.3: Play and learning

Children could freely access a range of resources both indoors and out. They were well matched to children's stage of development and included work benches, sensory materials, numeracy and literacy resources. We found children confidently and freely moved from the main playroom to the outdoor environment.

Staff implemented effective planning procedures which resulted in children being engaged in their play and learning. Documents included the use of floor books which were used to clearly identify the child's voice in how play and learning developed. These books identified learning outcomes and any potential next steps for learning progression.

Children were having fun with each other and engaged staff appropriately in their play. Staff had a very good understanding of child development and used this in their assessments of children's learning and progress. Learning journals gave a very clear overview of children's experiences. Children were very engaged with their journals and shared them with us during our visit. They could talk about the pictures, describe their drawings and tell us about their learning. Parents received regular access to the learning journal and development and learning was shared with them through the nursery Seesaw app and parent consultations.

There were very good opportunities for children to play indoors or outdoors. Children told us they could go outside to play whenever they wanted to and 'even in the wind and rain'. The outdoor area was available for use for the entire day and children were encouraged to dress appropriately for the weather. Staff were actively assessing the range of literacy and numeracy opportunities outdoors and very good use had been made of real-life objects and loose parts to promote imagination and creativity. Staff had a good understanding of the benefits of outdoor physical play and added to this by providing opportunities to use the wider school playground for a wider range of activities.

## 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.

### 2.2: Children experience high quality facilities

Children had room to play, explore and have fun in the large playroom and outdoor environment. Children had ample space for their needs and actively led their play. We found cosy spaces which offered children the opportunity to rest, relax and have quiet time. Indoor play spaces were bright, clean and well-maintained. Well furnished, homely and comfortable environments gave a strong message to children that they mattered.

The hallway, where parents accessed the building, provided a good range of information on local and school news. The planning for play was displayed for parents to look at and contribute to by adding things that their children might be doing at home. This helped staff to be responsive to children's interests and involve parents in their child's learning.

Spaces reflected children's current interests and curiosities. The use of attractive displays to promote discussion and exploration and the displaying of children's own work, encouraged children to re-visit their learning experiences.

Infection prevention control measures were in place to ensure consistent approaches to health and safety across the nursery. Staff positively reinforced the need for good hygiene with children by offering words of encouragement and role modelling good handwashing practice.

Children's safety was promoted by a range of risk assessments for indoors and outdoors. Maintenance procedures were in place. An assessment of the door leading to children's toilets was in progress to ensure that opportunities for independence were promoted and that children could manage the door safely.

## 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.

### 3.1: Quality assurance and improvement are led well

To support the service in delivering high-quality care and support, quality assurance processes were in place, these included self-evaluation, improvement plans and staff training schedules. The management team made up of the head teacher and a senior early years practitioner worked closely with staff to develop and continuously improve the service.

Regular team meetings enabled staff to have professional discussions with the management team. This enabled them to reflect on their practice and identify professional development opportunities that linked to children's play and learning. Managers recognised the need for staff to have opportunities to complete essential records of children's progress and development information. This had resulted in well organised and up to date information on children's achievements being kept.

Staff spoke positively about the management team. They indicated that they felt very supported during their daily work. They also had opportunities to take on leadership roles such as the development of the outdoor area and leading on literacy and numeracy within the nursery. This helped to create a nurturing and supportive work environment.

Children influenced the pace of the day and the provision of activities and learning opportunities. The current improvement plan was firmly focussed on outcomes for children. This put them at the heart of the nursery.

Parents had opportunities to complete questionnaires and give comments about children's learning. Opportunities to take part in PEEP groups and visit the nursery as a parent helper had been re-established. A recent parent evening had taken place for parents who did not regularly collect their children from nursery. This enabled staff to share what children did in nursery and allow parents to see the care and learning environment. We have asked that the nursery re-visit the expectations of daily feedback about children to ensure that the approach was understood by staff and parents.

**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.

**4.3: Staff deployment**

Staffing arrangements promoted continuity of care across the day. Working patterns were well arranged and, where there was a crossover of staff, there was good communication systems to share what was happening in the service.

Staff had dedicated responsibilities which supported children in their transitions throughout the day, this included preparing resources, learning experiences and moving between indoors and out. Staff used their differing knowledge, experience and skills to support each other. There were strong working relationships with staff seeking guidance, clarity or reassurance from colleagues. This whole team approach supported the continuity of care, health and wellbeing of children across the day.

Children benefitted from having opportunities to develop relationships with all staff in the service. Staff took a shared approach to ensuring all children were supported to achieve their potential. This allowed children to benefit from the range of skills and knowledge of the whole team. Staff interacted positively with the children and were very supportive, kind, nurturing and caring towards them. They clearly enjoyed being with the children and ensured that the activities and play experiences challenged and interested them. One parent said, 'My daughter has developed positive, trusting relationships with all staff at nursery and I know she feels safe in their care'.

**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).

## 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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