

Sunnyside Nursery Day Care of Children

Erskine Street
Alloa
FK10 2AT

Telephone: 01259 214976

Type of inspection:
Unannounced

Completed on:
11 January 2019

Service provided by:
Clackmannanshire Council

Service provider number:
SP2003002713

Service no:
CS2003043743

About the service

This service has been registered with the Care Inspectorate since 1 April 2003.

Sunnyside Nursery is part of Clackmannanshire Council's provision of early learning and childcare. The service is registered to provide a care service to a maximum of 66 children each session, aged from 2 years to those not yet attending primary school, of whom no more than 15 children are under 3 years.

The service is located in Alloa on the same site as Sunnyside Primary School. The accommodation includes the cloakroom leading to two playrooms, children's toilets and an office. Children move freely choosing from a range of activities. The outdoor space supported children to have access to open ended and loose parts play supporting their natural curiosity, creativity and imagination.

The vision statement for the school and the nursery included:

"At Sunnyside Primary School, we believe in inclusion and that everyone is equal. We believe that every child should have the opportunity to learn, to try new things, to make mistakes, to be able to learn from them and to be successful. We should be respectful to each other. We should try to keep healthy and fit. Everyone has a voice and our opinions should be respected and heard. We have the right to feel safe at school and should be able to ask for help and know that we will receive it. Bullying, of any kind, is not allowed and will have consequences. We believe in good sportsmanship and being good ambassadors for the school.

Our Values:

Respect,
Equality and Inclusion,
Honesty and Manners,
Kindness and Helpfulness,
Learning and Hard Work,
Resilience, Confidence,
And ... Fun!"

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.

What people told us

During the inspection we spent time with the children present. They were happy and confident in the setting. They enjoyed a range of activities that supported them to have an active life and participate in a range of recreational, social, creative, physical and learning activities both indoors and outdoors. Children had a sensory experience exploring the rice beans and lentils, they used loose parts indoors and outdoors and enjoyed their visits to the woods.

We spoke with five parents who commented positively about the quality of the nursery. They said that children enjoyed their time in the nursery and were making progress as a result of the strategies that staff put in place to support children's individual needs including developing speech and language. Parents who had used the nursery for older children were in the main positive about the changes. However, they said they didn't know staff as well as they had in the past.

Parents said they were informed about daily events through information displayed on the white board and about children's experiences through e-journals and through daily chats with staff. We heard positive accounts of how children were supported to settle into the service so they felt safe and secure.

We sent out questionnaires for distribution by the service. Eighteen completed questionnaires were returned. They highlighted that families overall strongly agreed or agreed that they were happy with the quality of the care children received. They commented positively about the warm, friendly approach of staff towards children and parents, they said children enjoyed their time in nursery and felt that children were supported well with making the transition from home to nursery. Some parents said that due to staff changes they were not fully familiar with all members of the staff team. Parents with older children in the school felt that communication in the nursery was less effective.

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:

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

What the service does well

We found a respectful ethos and culture in the service where children were treated and valued as individuals. Staff were sensitive to the varying needs of the children attending responding in a warm, caring and compassionate way. For example, they intervened quickly to seek appropriate support for children who had additional support needs. This was resulting in children becoming increasingly confident benefitting from their nursery experience.

Transition arrangements for children settling into the service nurtured children so they felt safe and secure. Parents said that staff had shown warmth and kindness towards them and their children. Trusting relationships were being formed at an early stage and effective communication reassured parents that children were settling well. The service had begun to introduce home visits as part of the transition from home to nursery.

Children were engaged in a range of play experiences that provided interesting and challenging opportunities. Play equipment encouraged positive social interactions and creativity through for example, role play areas, sensory play and the use of natural resources. This impacted positively on the wellbeing of the children helping them to achieve. The overall flow and pace of the session allowed children to have uninterrupted sessions of play. This supported children to engage in their play experiences at a deeper level. The opportunity to move freely between indoors and outdoors and visits to the woods supported children to investigate and explore the natural environment developing their curiosity and enquiry skills.

Within the setting there was a focus on the health and wellbeing of children in order to positively support their development. Children were independent in daily routines such as preparing snack and getting dressed to go outdoors. They were learning about healthy food choices through for example, being involved in the healthy tuck shop initiative and choosing healthy snack foods.

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

The vision and values were regularly reviewed as a whole school. This supported a shared vision with children's rights at the centre promoting a culture of respect.

The provider had implemented the service recruitment policies and procedures and we were assured that these reflect safer recruitment practice ensuring children were kept safe and free from harm. New staff had received induction when starting in the service; this included health and safety measures as well as mandatory training including food hygiene and child protection.

The leadership team were committed to improving outcomes for children and families in the setting. There was a clear focus on building a strong team, addressing areas for improvement and taking the service forward based on a foundation of current thinking, research and current good practice.

What the service could do better

Staff recognised the need to implement a responsive planning model aimed at supporting children to achieve through experiences that took account of their interests and preferences. This was at an early stage of being introduced in the service and it was recognised that this system needed continued review and development.

Children's experiences were shown through the use of talking and thinking floorbooks. Children's interests and ideas were used as a starting point for planning and offering a flexible and responsive approach to the planning process. These approaches were in the initial stages of development. Staff should build on existing consultation methods with children to increase further the depth and personalisation of learning. This will enable children to make decisions and actively lead their own learning.

Staff in the nursery knew children and families well. They shared key observations and photographs with parents through the individual electronic learning journals. Parents were enabled to add their comments strengthening the links between home and nursery. In order to make the electronic learning journals more meaningful for children, staff should consider ways to enable them to have greater ownership of them and to support them to recognise themselves as learners. Staff should continue to develop their skills in gathering significant learning observations and identifying next steps in learning for children.

Staff responded well to children in a consistently warm and caring manner. They engaged in conversation with children to talk about their experiences and encouraged them to share their thoughts and ideas. The team should continue to develop consistency in the use of questions and comments to support, challenge and extend children's learning.

Staff were developing a shared understanding of wellbeing in the nursery and how they support each child in their development and learning in line with the wellbeing indicators. We would encourage them to continue to encourage children to share their views and opinions and show that they value their voice. Children should be supported to have an understanding of the wellbeing indicators. Staff should work with children to explore what it means to be safe, healthy, active, nurtured, respected, responsible and included and to share this work with parents.

The management team were in the early stages of leading self-evaluation and improvement planning procedures. There was recognition of the need to continue to develop approaches to embed self-evaluation in practice using a range of recognised good practice guidance, tools and standards. This will support staff to look at what they do well, how they can improve and how to take forward changes. It was recognised that encouraging a more collaborative approach to self-evaluation with staff involved in improvement task groups will build confidence and give increased opportunities for distributed leadership and skills development across the team.

We reviewed the systems for the safe administration of medication in the service. We discussed the need to have an accurate record of the administration medication to keep children safe. Better recorded information and clear roles and responsibilities in auditing medication processes should be adopted to ensure the wellbeing of children. (See recommendation 1).

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. Medication storage, administration and procedures should be clearly understood by all staff, this includes risk assessments and protocols. This will ensure children are kept safe and healthy in the service.

This should include:

- clear action plans for safety procedures
- risk assessments awareness and training
- following NHS best practice guidance and legislation

This is to ensure that care and support is consistent with the Health and Social Care Standards 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).

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
17 Nov 2016	Unannounced	Care and support 4 - Good Environment Not assessed Staffing 4 - Good Management and leadership Not assessed
7 Nov 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
18 Oct 2010	Unannounced	Care and support 5 - Very good

Date	Type	Gradings	
		Environment Staffing Management and leadership	Not assessed Not assessed Not assessed
4 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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