

Beanstalk Family Nurture Centre Day Care of Children

Fergus Place
Dunfermline
KY11 4PZ

Telephone: 01383 602 458

Type of inspection:
Unannounced

Completed on:
23 March 2023

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015899

About the service

Beanstalk Family Nurture Centre is registered to provide a care service to a maximum of 202 children at any one time, aged from birth to an age to attend primary school, of whom no more than 106 children at any one time, aged from two years to an age to attend primary school may attend the dispersed service; and of whom a maximum of 10 may be aged two to three years.

The service is located in Dunfermline, Fife and is delivered from two separate purpose-built buildings. The premises in Fergus Place consists of four play areas, each having access to the outdoor gardens. Each play area has access to toilets, changing facilities and a dining area. Additional areas accommodate staff breaks and provide space for family groups and learning programmes. In the dispersed service in Aberdour Road, two playrooms were being used to accommodate children. Both had direct access to fully enclosed outdoor areas.

About the inspection

This was an unannounced inspection which took place on Thursday 23 March 2023 between 08:45 and 17:15. We provided feedback to the service at the end of the inspection visit. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with several children using the service and six families
- received feedback from two families via email
- spoke with staff
- observed practice and daily life including staff interactions with children
- reviewed documents.

Key messages

- Children were becoming emotionally resilient through staff using mindfulness strategies and working closely with families to encourage consistency when supporting children to manage their emotions.
- The senior leadership team and staff understood the importance of high quality family engagement to facilitate a partnership approach to care, play, and learning outcomes.
- Staff communicated well and worked together to ensure children were safe and engaged in quality experiences across the nursery day.

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 evaluated this key question as very good, where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Staff recognised the importance of well-planned early intervention support for children and families. Their nurturing approach strengthened children and families' overall health, wellbeing, and resilience. Children and families benefited from the effective use of service and community initiatives including family groups, the 'fair share' project, and 'The Big Hoose Fife' project. We spoke with families attending a family group. They told us that the opportunity for them to come to the setting to meet other families supported their wellbeing. Building relationships with staff supported their children to become familiar with the setting and benefit from play and learning experiences.

Staff recognised that secure attachments and quality interactions nurtured children's security, confidence, and positive relationships. Children felt valued, loved, and secure because their care and support was delivered by a skilled staff team. Interactions were warm, kind, compassionate, and children were listened to. A nurturing rights-based approach to delivering personal care meant children were supported with dignity and choice. Families spoke positively about the settling in process for their children that was tailored to meet their needs. They said, "It went at child's pace."

Children achieved their potential because staff knew them well and used a consistent approach when responding to their individual needs. Personal plans were detailed and reviewed regularly. Partnership working was promoted by staff that recognised the importance of involving families and other professionals in making decisions about children's care. Tracking and monitoring children's progress and learning meant staff were planning experiences that ensured their continued progress.

Staff demonstrated a calm restorative approach when supporting the emotional wellbeing of children. They helped children and families to learn about mindfulness strategies so that children experienced a consistent approach when being supported to manage their emotions. Children were developing emotional resilience as a result. A parent told us that using shared strategies had supported their child's emotional needs and that all the family had benefited from using the techniques.

Established systems in place promoted the safety and wellbeing of children. Staff were clear about their roles and responsibilities in safeguarding children, and medication was managed well. The staff team had responded to the Care Inspectorate 'SIMOA' campaign by reviewing and developing the systems in place to keep children safe. Involving children in identifying risks across the service was helping them to become responsible as they learned to stay safe.

The mealtime experience was calmly managed and was working well. Children enjoyed a safe, unhurried, sociable experience. Staff were responsive to their individual needs and choices. They ensured that mealtimes were inclusive of all children so they had a similar mealtime experience. Children were developing independence when pouring drinks and tidying away crockery. Staff planned to continue to reflect on and develop the mealtime experience.

Quality Indicator 1.3: Play and learning

A very good understanding of how children learn through their play meant staff provided opportunities that promoted children's progress and development. We saw that learning was achieved through a balance of planned and spontaneous experiences. Children were leading their own play and benefited from staff who were responsive to their interests. As a result, children could develop their ideas within planned play experiences that took their interests into account.

The staff team understood the importance of using play and learning theories. For example, they demonstrated a knowledge and understanding of schematic play and used effective questioning to support children's progress and development. Detailed tracking and monitoring of children, including their speech and language development, meant staff were responsive to ensure children were being supported to achieve their potential.

Families received information about children's experiences, progress, and learning in a variety of ways. Learning journals, online platforms, the learning wall, and daily sharing of information were ways that families were included in children's nursery experiences. Families told us they were satisfied with the information they received through online platforms and through chats with staff each day.

How good is our setting?**5 - Very Good**

We evaluated this key question as very good, where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

Quality Indicator 2.2: Children experience high quality facilities

Children benefited from a calm, welcoming environment. The environment was comfortable and furnished to a high standard. Children and families were welcomed as they entered the service giving them a sense of belonging. The playroom had been well considered. It offered children cosy areas to rest and relax, as well as areas to have fun exploring, creating, and investigating.

Children's overall health and wellbeing was supported through their outdoor learning experiences. Staff ensured they had free flow access to the enclosed garden throughout the day. The outdoor area had been thoughtfully planned to offer children a variety of exciting play and learning experiences. As a result, children were learning about the importance of an active lifestyle. Children played hide and seek and were able to visit parts of the garden where they could have contact with siblings and other friends. There was space for them to develop gross motor skills using ride on toys, and quieter areas where they could relax or explore and experiment. Staff had identified how the outdoor area could be developed to enhance outdoor play. For example, the woodland area at the bottom of the garden could be developed and an undercover area would provide protection from the elements. These improvements would support children to have more challenging, fun outdoor experiences.

Children benefited from a clean, organised setting that was well maintained. Staff were familiar with and followed the routines in place for effective infection prevention and control. Children and staff regularly washed hands. We suggested it would be good practice for children to wash after eating to enhance the measures in place.

How good is our leadership?

5 - Very Good

We evaluated this key question as very good, where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

A shared vision created a happy and welcoming ethos in the service promoting a positive atmosphere for children to play and learn. The positive ethos meant staff were proactive in taking shared responsibility for change. This meant children benefited from a staff team who were motivated and responsive to meeting their needs. Families told us about the trusting relationships they had with staff.

High quality care and support was achieved by effective quality assurance systems and processes including self-evaluation and an improvement plan. The senior leadership team implemented monitoring and auditing across the service leading to continuous improvement. Staff were skilled, passionate and motivated, and worked well together. Continuous reflection on practice and regular opportunities for professional discussion brought about positive changes for children and families. We suggested that staff find ways to capture the positive impact of these improvements.

Staff at all levels understood the importance of high-quality family engagement, enabling a partnership approach to care, play and learning outcomes. Families were welcomed into the service every day when they dropped off and collected their children. Family group sessions supported children and families to spend time in the service. They were invited to share their views in a variety of ways, including through questionnaires. Information gathered was used to inform the development of the service. For example, families were involved in suggesting the types of family groups that would meet their needs, and reviewing and developing the vision and values of the service.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good, where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment

Children and families benefited from the consistency of a caring and nurturing staff team. Staff knew all children well and had developed relationships with families which promoted partnership working. This shared approach ensured that children and families were supported to achieve their potential as staff responded to their individual needs.

Staff were skilled, knowledgeable and experienced. They communicated well and worked together to ensure children were safe and engaged in quality experiences throughout the day. This allowed routines and key tasks to be carried out whilst ensuring children were appropriately supported and outcomes remained positive.

The senior leadership team recognised and valued the importance of ensuring that the service was appropriately staffed at all times. Staff were flexible and breaks were planned to minimise impact on children whilst making sure staff had time to rest.

A focus on developing respectful relationships across the team had ensured a consistent approach for children and families. This created a positive team ethos that impacted positively on the delivery of quality care and support. The senior leadership team met regularly with staff as they recognised the importance of supporting the wellbeing of staff as they provided support to children and families. Staff told us that they had a strong relationship with the senior leadership team and felt valued and listened to.

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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