

Blairhall Primary School Nursery Day Care of Children

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Type of inspection:
Unannounced

Completed on:
10 June 2022

Service provided by:
Fife Council

Service provider number:
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Service no:
CS2003015905

About the service

Blairhall Primary School Nursery is a day care of children service within the village of Blairhall in West Fife. It is registered to provide to a maximum of 36 children from the age of 3 years up to an age to attend primary school. It is accommodated in a separate building within the grounds of the primary school. It has one main playroom, a cloakroom area and an enclosed outdoor area directly accessed from the playroom. The nursery also make use of the dining and gym halls. Children have opportunities for outings within the community such as to the local forest.

About the inspection

This was an unannounced inspection which took place on 8 June 2022. One inspector carried out the inspection. 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 nine children and two parents using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced warm, caring and nurturing interactions from staff who knew them well.
- Children were happy in their play.
- Some areas and resources require upgrading.
- Staff work well together and have built trusting relationships with children and families.
- Management and staff should continue to develop ways to involve parents and carers.
- Management have a vision for the service and clear plans for improvement.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

4 - Good

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

Quality indicator 1.1 Nurturing care and support

Children attending the service were happy and settled. They experienced warm, caring and nurturing interactions from staff who knew them well. Staff were respectful and supported children's needs sensitively. They praised children frequently and we heard staff chatting and singing with children as they supported them. As a result, children felt valued and secure.

Children's skills in language and literacy were supported well. Staff used a range of ways to support communication including using visual symbols and signing. They created meaningful opportunities for children to make marks, draw and write. For example, children recorded when they had brushed their teeth. Staff developed children's numeracy as they played together and provided challenge by encouraging them to count backwards.

Staff worked proactively with children, families and other professionals to identify appropriate next steps and strategies to support some children's needs. The service shared accurate records of joint working which has improved outcomes for children. To support effective planning and ensure all children progress well, personal planning should be reviewed. Children, parents and carers should be involved in the process and next steps reviewed regularly (**see area for improvement 1**).

Children helped to prepare healthy snacks and were given choice by selecting the foods they wanted to eat. One child said, "I love pears and apples but only juicy ones".

During lunch time staff tended to be focused on tasks. To support children's opportunities for nurturing interactions with adults, and develop their independence skills, we shared some ideas with the service (**see area for improvement 2**).

Medication was securely stored and staff understood when and how to administer it. Individual records should be further developed. We asked the service to review their management and recording of medication using best practice guidance.

Families have opportunities to be included in the nursery community by going on local outings, joining parents' sessions and giving their views through answering questionnaires. Some parents told us they would like to be more involved in nursery experiences. To support children's learning, the service should consider extending ways to include parents.

Quality indicator 1.3 Play and learning

Children experienced both spontaneous and planned opportunities and were meaningfully involved in leading their play and learning. They had choice and independence on where they wanted to play and what they wanted to do to lead their own play both indoors and outdoors and. For example, children had fun playing with staff as they jumped in puddles together and counted out loud. This supported children's wellbeing and numeracy skills.

Staff interactions encouraged children to be independent, creative and solve problems. They made effective use of questioning to extend children's thinking, widen their skills and consolidate their learning. Observations helped staff to plan meaningful play experiences for children. Staff were responsive to children's interests and we saw evidence of how these had been extended. For example, children talked about their interest in frogs which had led to a number of learning experiences. To help children to progress staff should discuss learning specific to individual needs with children and parents.

Children were now beginning to have more play and learning opportunities out with the nursery, such as going on outings to the forest. As well as providing a wealth of rich learning experiences, such as learning about safety, these will enhance their connections to the wider community. To support children's understanding of how to stay safe staff could encourage discussions and involve children in risk assessment.

Areas for improvement

1. To support children's learning and development, the provider should review personal planning. This should include, but is not limited to, including views of parents and children.

This is to ensure that care, play and learning is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

2. To support children's wellbeing, the provider should review mealtime routines. This should include, but is not limited to, ensuring children have a nurturing experience with time for quality interactions from adults and opportunities to develop independence.

This is to ensure that care, play and learning is consistent with the Health and Social Care Standards (HSCS) which state that: 'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible' (HSCS 1.35).

How good is our setting?

4 - Good

We evaluated this key question as 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 experienced a comfortable, homely playroom with cosy spaces to be alone or with a friend. They had larger spaces to play as part of a group where some children enjoyed building with blocks and construction toys and discussing their creations with an adult. The room was bright with adequate ventilation. Some of the furniture and resources were worn and in poor condition. To support high quality experiences some of the furniture and resources should be replaced (**see area for improvement 2**).

The service had appropriate infection control procedures in place to support a safe environment for children. To support children's understanding of the importance of good hygiene staff and children washed hands at appropriate times. A variety of measures ensured the environment was clean, tidy and well maintained and children helped with some of the tasks.

Children had direct access from the playroom to an outside area giving them choice in where they wanted to spend their time each day. Waterproof clothing provided protection in all weathers to allow unrestricted play opportunities. Outdoors children had fun playing with sand and mud and were learning about growing fruit and vegetables. We spoke with children as they played and one child told us "I like outdoors best".

The outdoor area was awaiting some planned upgrading. One parent commented "The outdoor area, especially, needs some investment and updating". To support children's creativity and physical development the service should provide a wider range of experiences and resources. One parent commented that they would like children to have more opportunities to play on bikes and scooters (**see area for improvement 1**).

Some areas outdoors needed to be reviewed, and the positioning of resources carefully considered, to ensure children's safety. Staff should use good practice guidance to assess and manage risks outdoors. To extend children's learning about safety children could be involved in the development of risk assessments.

The service was at the early stages of re-establishing community links. Staff had identified that visiting areas within the wider community, such as the forest and shops, would enhance children's experiences. This will provide children and their families with the opportunity to have an active life and participate in a range of recreational and social learning activities to enhance wellbeing.

Areas for improvement

1. To support children's wellbeing, learning and development the provider should develop the outdoor play space. This should include, but is not limited to, ensuring children are safe in their environment and have access to resources and equipment that encourage investigation, creativity and exploration.

This is to ensure that the setting is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32); and 'My environment is secure and safe' (HSCS 5.17).

2. To support children to have high quality experiences the provider should improve resources in the playroom. This should include, but is not limited to, replacing some furniture and providing resources that encourage investigation, creativity and exploration.

This is to ensure that the setting is consistent with the Health and Social Care Standards (HSCS) which states that: 'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 5.21).

How good is our leadership?

4 - Good

We evaluated this key question as 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

Managers had worked with staff, children and families to develop a clear vision for the service. This involved collecting feedback and involving children in shaping the delivery of the service. Managers should now ensure that all staff understand this vision and demonstrate it as they work with children and families.

Children and families were meaningfully involved in the development of service and their views were sought through questionnaires. Suggestions were acted upon and "you said we did" responses were shared. This supported parents and carers to feel that their opinions mattered. The service should now extend this approach to collect information more regularly on relevant aspects of nursery life.

Parents were enthusiastic about supporting their children's learning and being involved in nursery experiences. A few parents commented that they would like more opportunities to discuss children's achievements. To support children's progress the service should consider ways to increase discussions with parents.

Quality assurance processes were in place including improvement plans with realistic targets. These were reviewed with progress being evaluated and recorded. There was a clear focus on continuous self-evaluation and staff gave many examples of when they have acted responsively to improve experiences. To ensure continued improved outcomes for children and families the service should make use of best practice guidance such as 'A quality framework for daycare of children, childminding and school-aged childcare'.

How good is our staff team?

4 - Good

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

Quality indicator 4.3 Staff deployment

Managers and staff recognised that continuity of care was important for children. Staff breaks were planned well to minimise disruption and to ensure appropriate levels of staffing such as during children's lunch time. To support children's wellbeing the service should continue to ensure that enough staff are available in all areas of the nursery to meet children's needs.

Staff worked well together and were committed to improving outcomes for children and their families. They communicated well with each other to ensure they maintained quality interactions with children. Staff had established trusting relationships with parents and one parent commented, "The experience is great due to the hard work of the teachers". To provide continued improved outcomes staff should make use of good practice guidance such as 'A quality framework for daycare of children, childminding and school-aged childcare' and 'Realising the ambition: Being Me'.

Management and staff support team members who are new to the setting and have used good practice guidance such as 'Early Learning and Childcare - The National Induction Resource' to provide continuity of understanding. Reviewing approaches to induction and monitoring of new staff will support experiences for staff, children and families.

Families were kept informed about the nursery through conversations, newsletters and the use of digital resources. When possible, staff made time to speak with parents at arrival and departure times to share successes and achievements. To support children's progress and wellbeing staff should build in time for planned, as well as spontaneous, conversations with parents.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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