

Crail Primary School Nursery Day Care of Children

Backdykes
Crail
Anstruther
KY10 3UW

Telephone: 01334 659 457

Type of inspection:
Unannounced

Completed on:
8 September 2022

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015892

About the service

Crail Primary School Nursery is a daycare of children service provided by Fife Council. It is operated from a large playroom, which is on one level, within Crail primary school and has direct access to an enclosed outdoor play area. The service is close to local amenities within the village.

This service was registered with the Care Inspectorate on 1 April 2011. It is registered to provide a service to 30 children at any one time aged three years to an age to attend primary school.

About the inspection

This was an unannounced inspection which took place on Thursday 8 September 2022 between 09:30 and 17:30. Feedback was provided at the end of the inspection visit. The inspection was carried out by one 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 throughout the inspection year. To inform our evaluation we:

- spoke with several children in the service
- spoke with three families on the day of the inspection and reviewed emails from one family directly to us
- spoke with the manager and staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- Children were cared for by staff who knew them and their families well
- Children had free flow access to a stimulating and interesting outdoor play space
- High quality resources and play opportunities supported children's curiosity, enquiry, and creativity
- Floorbooks supported children to revisit their learning and careful observations of children's play supported staff to extend learning
- Parents felt included in the development of the service with effective use of the online communication app
- Further consideration needed to be given to the provision of more quiet spaces to ensure the environment met the changing needs of children and supported their emotional wellbeing
- Snack and mealtimes needed further review to ensure all children's needs were considered and met

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 on positive outcomes for children.

Quality indicator 1.1 - Nurturing care and support

Interactions between staff and children were respectful and staff were responsive to their needs. They knew children and their families well and their approaches reflected families' preferences. This helped children feel secure, valued and respected.

Children's personal plans were regularly reviewed with children and their families, and their individual folders showed progression in learning. Staff shared information in a sensitive and confidential way, which promoted consistent practice and continuity of care. This good practice allowed staff to respond sensitively and compassionately to changes in children's lives.

Meals and snacks were provided in the school dining hall and staff knew children's individual preferences. Children were familiar with the routine of walking responsibly to the school hall and had developed some self-help skills. These included, collecting and clearing their plates, self-serving fruit and vegetables, and pouring their own milk and water. We asked the service to consider ways to further promote independence for all children and ensure they are fully supported to remain hydrated throughout the day. The service discussed their considerations of supporting meal and snack times in the nursery playroom to support children to eat in a more unhurried, calm and relaxed atmosphere. Reviewing their routine will help ensure meal and snack times meet children's individual needs. (See area for improvement 1).

Partnership working with parents, carers, and other professionals supported information sharing. Staff responded sensitively to changes in children and family's circumstances and parents told us they felt supported by the service.

Children's personal care was carried out in a sensitive way by staff who were familiar with their needs and preferences. This promoted children's privacy and dignity and ensured they felt nurtured and secure.

Quality indicator 1.3 - Play and learning

Planning for play was recorded in a floorbook and was child-led. Staff worked well together to identify children's interests and needs and provided opportunities to extend learning. For example, children showed an interest in playing outdoors with the loose parts. Staff provided further resources and children enjoyed problem solving to make balance beams and a 'bus' by joining parts together. This promoted creative and imaginative play.

Children were supported to reflect on their learning through effective use of a variety of floorbooks. An emotions book provided opportunities for children to express how they felt and explore their emotions. Children had created their own floorbook containing photographs they had taken using the nursery camera. This allowed staff to see the nursery from children's point of view, and identify what areas were important to them. Regular meetings allowed staff and the management team to review the floorbooks and discuss the plans for further play opportunities. This ensured play experiences reflected children's interests which resulted in children having fun and progressing well.

Children benefitted from accessing a reading library the service had set up. Children could choose a book to enjoy at home, and staff provided resources to promote language and communication development, such as rhyme sheets. This allowed children to continue learning at home and helped parents feel included in their child's development.

Areas for improvement

1. To enable children to benefit from a sociable and enjoyable experience while eating, the provider should review the policy and procedures for snack and mealtimes. This should include, but not limited to, ensuring respectful quality interactions between staff and children at all times, with appropriate time and pace for a quality eating experience.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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 on positive outcomes for children.

Quality indicator 2.2 - Children experience high quality facilities

The setting was well furnished, safe and clean. Careful consideration had been given to the layout of resources to allow children to choose what they played with independently. This allowed children to follow their own interests and enjoy fun play experiences.

The indoor and outdoor environments supported children to develop their creativity and curiosity. Spaces reflected children's current interests, for example we saw dinosaur resources and books, and we could see from the floorbooks children had recently been exploring this area of interest. Children benefitted from a variety of high-quality resources which promoted their social development and important literacy and numeracy skills.

There was a procedure in place that staff followed to monitor resources and report maintenance or repair needs. We could see from the records that staff had been reporting concerns with the damaged outdoor playhouse for an extended time. This was no longer safe to be used by children and was blocked off. The service should ensure alternative resources and equipment for imaginative fun and role play outdoors, are accessible and available for children to use and enjoy.

The service created small spaces for children to rest and relax or review their learning journey folders to reflect on their play and learning. Staff told us they used black drapes to create safe, cosy spaces, for children who required some quiet time. Through discussion, we could see staff understood the benefits of these spaces to support children's emotional wellbeing. We asked the service to ensure these areas were always available and promoted by all staff. This would provide children with calm, peaceful areas to enjoy at all times, to support them to develop their ability to self-regulate their emotions. (See area for improvement 1).

Areas for improvement

1. To support children's overall wellbeing and sense of security, the service should ensure the environment responds to children's changing needs. Further developing areas to offer calm, peaceful, quiet spaces, with appropriate resources, would support children to understand and self-regulate their emotions.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My care and support meets my needs and is right for me' (HSCS 1.19).

How good is our leadership?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality indicator 3.1 - Quality assurance and improvement are led well

Children and families were included in the developments in the service through regular announcements and information sharing using an online communication app. The service used this to actively seek family's views as part of their self-evaluation procedure by asking for responses to parental questionnaires. One area that was identified for development was increasing parental engagement now restrictions had reduced. Stay and play sessions had been re-established and one parent told us "I really enjoy coming into the nursery and seeing my children play. They are always having so much fun and never want to come home".

A quality improvement calendar ensured key events throughout the year were planned, for example, their transition programme and children's personal plan updates. Part of these checks reviewed staff's registration status with the Scottish Social Services Council (SSSC). We found not all staff were registered with the appropriate service. Whilst this does not affect their registration, it is important this is addressed to ensure the SSSC register reflects staff's current status. Additional checks and more thorough procedures would enhance the quality assurance process. This would ensure children continue to access a well-managed service that is committed to continuous improvement.

The staff team worked well together, and leaders welcomed feedback and suggestions for improvement. Staff were encouraged to be part of the service development and reflect on their practice together. This showed the service were committed to improving outcomes for children.

Regular team meetings provided staff with opportunities to receive updates about the service and discuss individual children's needs. This allowed them to share ideas to support children's learning and development and discuss how they could extend children's interests. The service should use these opportunities to support staff to develop leadership skills and take on responsibilities linked to their own areas of interests and expertise. This would continue to strengthen staff's knowledge and understanding and further support the development of children's experiences.

How good is our staff team?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality indicator 4.3 - Staff deployment

Staff were committed and actively took part in the inspection process. They worked well to create a positive atmosphere and welcomed children and families into the service.

The service was appropriately staffed to meet the needs of children and support free flow access to the outdoors. Staff understood their roles and responsibilities which ensured key tasks throughout the day were carried out, for example, setting up resources and completing risk assessments. This promoted a safe environment for children.

Staff communicated with each other well to ensure children were effectively supervised. The staff should now further develop their awareness of how they can promote children's rights and identify opportunities for high quality engagement with children. For example, there were missed opportunities at snack time to role model important language, communication and social skills. Staff should ensure all children are supported to express their thoughts and opinions and ensure the nursery routines are meeting the needs of all children.

Children were familiar and comfortable with all staff. They were confident walking through and accessing areas in the school. The service had a strong transition programme in place with staff from the nursery supporting children who had recently moved into the primary school. These measures promoted children's security and wellbeing.

Staff told us they felt supported in the service and included in areas for development. An induction programme was in place to allow staff to familiarise themselves with policies and procedures in the service. We signposted them to the ELC national induction resource to review their procedure. Creating a more formal induction and mentoring support for staff, would guide and enhance staff's understanding of their roles and responsibilities of being registered workers. This would support staff to continue to further develop their skills for ensuring positive outcomes for children.

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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