

Donibristle Primary School Nursery Day Care of Children

Morlich Road
Dalgety Bay
Dunfermline
KY11 9UE

Telephone: 01383 602 412

Type of inspection:
Unannounced

Completed on:
7 November 2023

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003017091

About the service

Donibristle Primary School Nursery is located in a quiet residential area of Dalgety Bay in Fife. There are local amenities such as shops, a library and other community services nearby. The school is surrounded by green spaces and is also close to various transport links.

Children have access to a designated playroom and a small sensory room. There is also direct access to an enclosed outdoor play area. Toilets and a small kitchen space are available in the playroom and a nappy changing room is close by. There is a communal space available in the school and a cloakroom area with an adjoining parent meeting space.

About the inspection

This was an unannounced inspection which took place on Tuesday, 7 November 2023 between 08:30 and 17:15. 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 since the last inspection.

In making our evaluations of the service we:

- spent time and spoke with the children using the service
- spoke with or received feedback from 13 of their family members
- spoke with staff members and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced very positive interactions with staff who were caring, warm and nurturing.
- Staff worked effectively and had developed positive working relationships that had created a welcoming and nurturing atmosphere.
- Children benefitted from a staff team that were committed to improving outcomes for children.
- Children experienced relaxed, unhurried and social mealtimes.
- A reflective staff team were flexible in supporting each other to ensure children's needs were met.
- Improvements were well led and improving experiences for children.
- The service should continue to develop their approach to planning to ensure it is responsive and links closely to children's interest.

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?	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?

4 - Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Quality Indicator 1.1: Nurturing care and support

Children experienced nurturing and compassionate care. Interactions between children and staff were respectful, supporting children to feel safe and well cared for. One parent told us, "The staff seem genuinely interested in my daughter. They are enthusiastic and smiley." Another parent said, "The staff are friendly and nurturing." This showed children were respected and valued.

Children's wellbeing was enhanced through effective personal planning. Children received consistent care, as information recorded in plans and learning journals were updated regularly and ensured that children's care was personalised. Parents told us they felt fully involved in their child's care, including developing and reviewing their personal plan. Staff spoke confidently about children's individual needs and supports. As a result, children experienced the right support at the right time.

Some cosy spaces where children could rest, relax and spend time alone were available. A small area with stories had been developed that was enclosed and allowed children to relax and spend time away. The service had a sensory room which was closed on the day of inspection during most of the session. We suggested the setting consider how this room could be opened throughout the day. This would ensure children had a range of areas cosy spaces to rest and further support their emotional well-being.

Children were given space and time if they were tired. Children's dignity and privacy were respected as staff skilfully supported them with their care needs.

Mealtimes were a very positive, social experience for children. They were given time to enjoy their hot snack with others. Menus were well planned and nutritionally balanced. One child told us, "I like the food." This promoted children's health and wellbeing.

Staff sat with children during mealtimes, taking part in meaningful, fun conversations. Children's independence was supported well at these times as they cut fruit and helped prepare the snack. As a result, children were developing a positive, healthy relationship with food.

Systems for recording medication were in place, including parental permissions, storage information and records of administration. Medications were reviewed regularly and stored appropriately. This meant children's individual medical needs were fully considered.

We evaluated this quality indicator as good where several strengths impacted positively on children's outcomes and clearly outweighed areas for improvement.

Quality Indicator 1.3: Play and learning

Children were meaningfully engaged in their play throughout the entire session. They were confident to move around the play spaces freely. This showed us children felt safe and secure in the setting.

A recent improvement priority of developing the learning environment was improving experiences for children. For example, areas were more open to ensure that children were able to move easily between experiences. The environment supported children to lead their own play and independently select resources of their choice.

Children explored happily, confidently and had fun as they engaged in their play. They chose where they would like to play, as free flow play to the outside area was available through the whole session. A wide range of resources and quality experiences supported children to be meaningfully and actively involved in their learning.

Staff skilfully listened to children and responded quickly and calmly to their individual needs and requests. Staff interacted with children at their level and always used a calm, reassuring voice. As a result, children were supported very well to communicate and express their needs and emotions. This demonstrated to children that they mattered and promoted their sense of security and belonging.

Language, literacy, and numeracy experiences were woven throughout the play space; for example, children enjoyed reading stories at snack time. Staff had regular discussions regarding children's individual learning. This ensured that children were supported to reach their full potential.

Interactions with children were responsive and staff used effective questioning to support children in their learning. The current planning did not always effectively highlight children's interests and curiosities. The service recognised this and had highlighted this area as one of the setting's improvement priorities. We encouraged the service to continue with their plans to improve the planning approach. This will continue to ensure that children are supported to lead their own learning.

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 quality theme as very good.

Quality Indicator 2.2: Children experience high quality facilities

The indoor playroom provided a welcoming, comfortable and homely space. Low lighting and calm spaces supported children to be relaxed and enjoy their time in the service. Staff spoke confidently about how they had developed spaces to support children's learning in the setting since the last inspection. They were confident to discuss the positive impact this had on children's experiences.

There was plenty of natural light, ventilation and direct access to an enclosed garden. The playroom was set out in a manner which enabled children to access resources easily while providing space to move freely. There was considerable consideration given to the layout of the room to ensure it was inviting to children. One parent told us, "There are a variety of learning experiences." This showed children and families that they were valued and mattered.

Children had access to resources that were well-organised and encouraged exploration and fun. An area in the entrance of the setting had been developed with a range of opportunities for children to be creative and develop their problem solving skills; for example, through paint, a wood work area and junk modelling. Children had fun as they explored these resources and were developing their own creative thinking skills.

Spaces reflected children's current interests and curiosities. The use of attractive displays to celebrate children's own work, encouraged children to re-visit their learning experiences; for example, children used a range of resources, such as paints and ribbons to create beautiful pieces of artwork. The staff team celebrated children's work. This showed that children's achievements were valued.

Infection prevention and control practices were embedded across the service. Children and staff were seen regularly washing their hands, in line with good practice. Areas were free from clutter and easily cleaned. Children were confident and familiar with their routines. This minimised the potential for the spread of infections.

Risk assessments were in place and effectively highlighted hazards and appropriate actions to minimise potential risks to children and staff. Children benefitted from a risk benefit approach from the staff team which valued meaningful real life experiences, such as using real tools and exploring the local wooded area.

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 quality theme as very good.

Quality Indicator 3.1: Quality assurance and improvement are led well

The management and leadership team were approachable, motivating, and empowering. There was a clear vision in place which put children at the centre of improvements. Current best practice guidance underpinned effective self-evaluation, with a strong focus on nurturing practice and caring approaches with children. As a result, children experience supportive and kind interactions from staff.

The team were committed to delivering high quality experiences for children and families. Staff told us they had opportunities to share their own thoughts and ideas to improve the service. They continually reflected on experiences for children to ensure continued improvement. There was very good communication throughout the team. This ensured consistent approaches and a shared understanding of the priorities of the service. As a result, children benefitted from a service that continued to improve.

The current improvement plan was targeted and focussed on outcomes for children. Priorities were meaningful and there were clear actions that had been taken. Staff knew the service well and were able to discuss confidently their areas of strengths and areas for improvement. There was a truly shared understanding of the direction of the setting. This ensured that improvements were led well and impacted positively on the development of the service.

Effective self-evaluation was in place which included parents' and children's voice. This ensured that everyone was involved in evaluating and improving the service. The service effectively documented their self evaluation and improvement journey in a floor book. One parent told us, "The leadership of this nursery are clear in their intentions and I do feel that they communicate with parents on how we would like to be involved." The nursery had worked hard to gather the views of children and families. This showed children and families were listened to and valued.

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 quality theme as very good.

Quality Indicator 4.3: Staff deployment

Positive working relationships had been formed between staff, which meant they were all meaningfully contributing to the inclusive and positive ethos of trust and respect. A recent focus on team work and relationships meant that the team worked very well together and supported each other. One parent told us, "The staff are amazingly enthusiastic. They seem to provide a consistent nurturing approach." Staff told us that they felt valued and empowered to grow and provided children with a happy, secure and supportive environment.

Staff were highly motivated and clear about their roles. There was a shared leadership approach, with team meetings used to reflect on practice and decide the way forward. Staff were confident to discuss their roles in changing and the improvements they had made. This improvement journey was documented very well and highlighted the resulting positive outcomes for children. Staff told us they were listened to and felt valued. Staff values, leadership skills, experience and knowledge resulted in high quality experiences for children.

Effective staff deployment across the service meant that the right number of staff were meeting children's individual needs, consistently throughout the day. Staff were proactive in recognising any gaps and ensuring effective supervision and quality engagement with children. Staff placed themselves thoughtfully and followed children to ensure they were able to explore freely. Staff deployment during meal times was effective in ensuring that children could benefit from free play and that play was never interrupted. As a result, children benefitted from a very calm and positive experience.

The staff team had completed extensive training since the previous inspection. They had focused on training around nurturing approaches and effective interactions. The staff team spoke confidently about the positive impact this had on experiences for children. Staff were also encouraged and supported to locate individual training to support their own professional development. Management effectively ensured that staff had the relevant knowledge and experience to fully meet the needs of children.

What the service has done to meet any areas for improvement we made at or since the last inspection**Areas for improvement****Previous area for improvement 1**

To consistently respect children's rights, needs and choices, the provider should ensure staff receive and implement training on warm, caring and nurturing approaches that support children's overall wellbeing. This should include, but is not limited to, developing sensitive and compassionate responses to children's actions, emotions and words

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "My views will always be sought and my choices respected, including when I have reduced capacity to fully make my own decisions" (HSCS 2.11).

This area for improvement was made on 8 November 2022.

Action taken since then

The provider ensured that staff have received training on warm, caring and nurturing approaches which supported children's overall wellbeing. A robust approach to implementing training ensured an improved and consistent approach across the team. Staff's interactions and responses to children's actions emotions and words were sensitive and compassionate.

This area for improvement has been met.

Previous area for improvement 2

To support children's individual wellbeing and enable them to reach their full potential, the provider should ensure that staff use personal planning effectively to respond quickly and sensitively to children's needs. This should include, but is not limited to:

- a) implementing any identified strategies to support children consistently in their daily routines
- b) working with staff, children and families to evaluate, develop and implement the key principles of personal planning, namely: being included; promoting positive outcomes, and learning for improvement.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected" (HSCS 1.23).

This is also to ensure staff skills and knowledge is consistent with the Care Inspectorate document 'Guide for providers on personal planning: Early learning and childcare'.

This area for improvement was made on 8 November 2022.

Action taken since then

Children had effective personal planning in place which was reviewed regularly with parents and staff. Any identified strategies to support children consistently in their daily routines were in place. Staff spoke confidently about specific supports in place for children and were confident in their role in supporting children to ensure their needs were met. Children's voice was valued, listened to and respected within their individual plans and throughout the visit.

This area for improvement has been met.

Previous area for improvement 3

To support high-quality care, play and learning experiences which promote children's emotional resilience, the provider should ensure staff receive training on child development and relevant theory. Training should be implemented in practice to promote children's wellbeing. This should include, but is not limited to:

- a) staff developing nurturing strategies that offer children effective de-escalation techniques
- b) staff empowering children to lead their own play and learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I experience high quality care and support based on relevant evidence, guidance and best practice (HSCS 4.11).

This area for improvement was made on 8 November 2022.

Action taken since then

A robust approach to implementing training had been led by management. This included training around nurturing approaches and quality observation and documentation of learning. The staff reflected on learning from training and spoke confidently about the positive impact this had on outcomes for children. The learning environment had been further developed to ensure that children were empowered to lead their own play and learning.

This area for improvement has been met.

Previous area for improvement 4

To offer children consistently high-quality experiences, the provider should ensure staff access training that promotes differing experience, knowledge and skills across the team. This should include, but is not limited to:

- a) planning staff deployment to provide appropriate staff learning and development opportunities
- b) creating time and space for professional quality assurance and self-evaluation activities
- c) implementing a clear process for mentoring and supporting the staff team using the skills and knowledge of existing networks.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I have confidence in people because they are trained, competent and skills, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14).

This area for improvement was made on 8 November 2022.

Action taken since then

Staff had regular access to meaningful training which promoted differing experience, knowledge and skills across the team. There were opportunities and time dedicated for staff to meet to take part in quality assurance and self-evaluations activities. There were clear processes for supporting the staff team, using existing networks; for example, staff visiting other local nurseries to share good practice. Staff told us they felt well supported in their role by the management team and their colleagues.

This area for improvement has been met.

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	5 - Very Good
1.3 Play and learning	4 - 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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