

Ferryport Nursery Day Care of Children

50 William Street
Tayport
DD6 9HQ

Telephone: 01334 659 495

Type of inspection:
Unannounced

Completed on:
12 May 2023

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015880

About the service

Ferryport Nursery is registered to provide a day care of children service. The care service will be provided to a maximum of 30 children from the age of three years up to an age to attend primary school.

The children may have access to the following areas of the premises: the nursery building and enclosed gardens. Ferryport Nursery is situated in the centre of Tayport in Fife. It is part of Tayport Primary School and is managed by the Headteacher and Depute Headteacher. The service is accommodated in a traditional stone building accessed from the street. The nursery consists of one large playroom with an entrance hall, cloakroom and toilet facilities. There is a well-established outdoor play area which is on two different levels and children have direct access to this.

About the inspection

This was an unannounced inspection which took place on Friday 12 May 2023 between 08:30 and 17:30. 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 with the children using the service
- spoke with or received questionnaires from 14 parents or family members
- spoke with staff members and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were confident and independent. They were engaged and had fun taking part in various activities both indoors and outdoors.
- Children had access to very good quality facilities indoors and outdoors, including many opportunities to explore the local community.
- The staff team were committed to building positive relationships with families, and this informed practice which improved outcomes for children.
- Staff were kind and caring towards children and had built loving and nurturing relationships with them.
- Children were listened to and supported to celebrate their achievements and have fun.
- The service should ensure that staff deployment is considered throughout the day to ensure good supervision in all areas of the setting.

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?	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?

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 key question as very good.

Quality Indicator 1.1 - Nurturing care and support

Staff used warm, caring and nurturing approaches to support children. Children and staff enjoyed spending time together, laughing and chatting with each other as well as enjoying cuddles when this was needed. This helped children feel loved, supported and valued. One parent told us, "They are lovely staff that care about your child and you". As a result, we found children were confident, happy and settled.

All children had personal plans in place. These included their likes, dislikes and information about their care needs. Keyworkers spoke confidently about children's individual next steps. Parents told us that they felt meaningfully involved in plans to support their child. As a result, children were supported to reach their full potential.

Cosy spaces had been well thought out and planned for children to rest. A quiet space in the home corner had been developed which allowed children to relax and reflect on their day. We observed children looking at stories or sitting with their friends in this space. As a result, children's emotional wellbeing was well supported.

Mealtimes were valuable social experiences. Children chose when they wanted to have snack. This meant that it was an unhurried and calm experience. Staff sat with children for some of the time and had meaningful conversations. We encouraged the staff to extend on this throughout the day to ensure it is consistent for all children. They saw these experiences as opportunities to build relationships. Children's wellbeing needs were met because allergy information was effectively displayed and prepared for. As a result, children were developing a healthy relationship with food and mealtimes.

Systems for recording medication were in place, including parental permissions, storage information and records of administration. Staff were confident to talk about children with medication and plans in place for specific children. We suggested the service develop an auditing system to ensure medication policies and procedures were consistently adhered to. This would enable children's individual needs to be fully considered and support staff to respond appropriately to any identified medical needs.

Quality Indicator 1.3 - Play and learning

Children had fun and enjoyed playing throughout the session. They moved confidently and freely around the play spaces. This told us that they felt safe in the environment. The indoor and outdoor play spaces had been very well developed to reflect children's interest and supported them to lead their play. We observed children exploring happily and confidently. We suggested that parts of the inside environment could be further developed with the same attention to detail as other areas. This will broaden children's opportunities for fun, exciting and challenging play.

Staff knew children very well as individuals. They spoke confidently about children's interests and their next steps in learning. One parent told us, "I am astounded by the amount my child has learned in a short space of time - for example I was blown away when my child came home and explained extinction, volcanos and meteors to me one day". As a result, children were meaningfully involved with their learning.

Planning approaches were responsive and reflected children's interests. There was a recent interest in growing, where children looked up information and were experimenting with growing a pineapple. Staff respected and valued children's voice throughout this experience. Learning walls were being developed and the service had plans to continue this to ensure that children's learning was captured meaningfully. Observations highlighted children's learning and were linked to best practice guidance. As a result, children were actively listened to and their thoughts and contributions were valued.

Children had fun as they experimented and explored open ended resources. They experimented with paint outside, explored quiet spaces in the garden and benefitted from a variety of opportunities to be creative and develop their imagination. Staff supported children to develop their problem-solving skills through the use of effective questioning. Staff asked questions to extend children's thinking. These extended conversations supported children's problem solving.

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 key question as very good.

Quality Indicator 2.2 - Children experience high quality facilities

Children experienced a setting that was welcoming, comfortable and well furnished. The entrance and play area were laid out in a way that immediately gave children and families a sense of belonging". Loose parts and natural resources were used effectively indoors and outdoors to support children's developing curiosity and problem solving. Parents told us, "The outdoor area is inviting and stimulating with various activities available". This gave a strong message to children that they mattered.

The committed staff team set up the play space to offer children a very good range of play and learning experiences. The playroom had been developed with feedback from children and staff. Children were supported well to follow their own interests within the play spaces. As a result, they explored opportunities which promoted and challenged their curiosity and imagination.

Children benefitted from close links with the local community. They experienced regular outings. One parent told us, "My child enjoys all the resources available inside the nursery and in the garden and they particularly enjoy weekly beach school sessions and other outings such as trips to the library". As a result, children felt part of their community.

Regularly reviewed 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, climbing trees and exploring the local beach.

Staff understood their roles and responsibilities around infection prevention and control practices. Clear policies and procedures ensured that there was a consistent approach across the service. Some aspects of infection prevention control should be further considered, such as the storage of clothes and toothbrushes in the toilet area. This will ensure that the spread of infection is minimised.

Children's information was stored securely, and confidentiality was respected. This demonstrated the service's commitment to understanding and following guidelines on data protection.

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 key question as very good.

Quality Indicator 3.1 - Quality assurance and improvement are led well

The passionate and enthusiastic team were committed to delivering high quality experiences for children and families. There was a shared vision amongst the staff team which valued children and recognised each individual child's potential. We saw practice that reflected this vision. For example, children's words were recorded meaningfully in the play spaces and in their learning journals. Parents told us, "Staff provide fun, positive experiences for the children and my child enjoys nursery. That says it all for me". This meant that children were supported to reach their full potential.

Children's and families' views were sought and used to inform further development of the setting. Staff actively looked for opportunities to involve parents in the nursery and to work with them as partners. There were regular book bug sessions in the setting and families told us that they had fun at these sessions. As a result, families felt listened to and actively involved in the development of the service.

A shared leadership approach had been developed throughout the setting. One parent commented that the team are "approachable, friendly and genuinely care about their child". Another parent told us, "there is a culture of shared leadership including parents and children". As a result, children benefitted from continuous improvements and the shared responsibility of all.

The service had created an improvement plan which had been developed through self-evaluation and considering the views of staff, children and families. Very good quality assurance systems were in place which evaluated many aspects of practice. Regular review meetings with staff and management gave them the opportunity to discuss their own training and development needs. Staff told us that they found this supportive and were encouraged to take on leadership roles. This meant that an environment of continuous improvement was promoted and further secured positive experiences for children.

How good is our staff team?**4 - Good**

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

Quality Indicator 4.3 - Staff deployment

Staff were enthusiastic about their role and spoke positively about their work. They valued the positive relationships that had developed within their team and felt very well supported in their work. Staff worked well together to create a positive and welcoming environment for children. They were kind, caring and nurturing in their interactions with the children.

Staff were mostly proactive during busier times of the day, such as at pick up time or lunch time to ensure good supervision. They worked effectively together to ensure that children's needs were met. We observed a few gaps in effective supervision and quality engagement with children in the playroom while carrying out routine tasks. We encouraged the service to continue to review this. This will ensure that children experience continuity of care.

Staff knew children well and secure relationships between them were evident in the kind and compassionate interactions we observed. Parents told us that staff were friendly, caring and supportive. One parent shared that, "Ferryport Nursery is the best learning setting my children ever had. I feel happy leaving them in the nursery and I know they will get proper care. They are happy and safe. I wish every setting was like that". This meant that children and families felt safe, secure and happy in a service where a caring staff team nurtured and supported them.

Effective use was made of staff experience, knowledge and skills to ensure children's experiences across their day were positive. One parent told us, "I cannot praise the staff team enough. I can see as a team they all bring different approaches and strengths to the setting and this works well". As a result, children benefitted from staff with a range of different skills and strengths.

Staff were enthusiastic about providing high quality care for all the children and developing their practice. They took part in regular meetings with the leadership team which provided opportunities for them to reflect on practice and discuss priorities. As a result, children benefitted from staff who were focused on positive outcomes for children.

There was a positive ethos amongst the staff team. New staff told us they felt very well supported by their colleagues and took part in an induction to support their learning. Staff felt empowered to reflect upon their practice and contribute to ongoing improvements. This meant children benefitted from a committed staff team.

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?	4 - Good
4.3 Staff deployment	4 - Good

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