

# Gallatown Nursery Day Care of Children

Rosslyn Street  
Kirkcaldy  
KY1 3AB

Telephone: 01592 583 483

**Type of inspection:**  
Unannounced

**Completed on:**  
18 June 2021

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003015886

## About the service

Gallatown Nursery registered with the Care Inspectorate in April 2002 and provides an early learning and childcare service to a maximum of 150 children at any one time from the age of 2 and not yet attending primary school. Of those 150 no more than 25 are aged 2 to under 3.

The service is provided from two buildings located on the same campus and offers funded early learning and childcare to children and families in the Kirkcaldy area. The original building has three playrooms being used, all offering places for children aged 3-5. In the newer building, opened in June 2019, there are two playrooms, one for children aged 3-5 and one for children under 3. There are a variety of other rooms and breakout spaces available for children and staff. These are being used during the pandemic to offer care and support in smaller groups and limit contacts within the nursery. All rooms have free flow access to the outdoor play area which has been sectioned to keep children in their designated groups throughout the day.

The service's vision is "to provide a welcoming, safe, secure and inclusive learning environment. Children develop life skills that will enable them to become respected and valued members of the community." This is supported by the following values of C.A.R.E.:

- Child-centred
- Achievement
- Relationships
- Equity.

We carried out an unannounced onsite visit on Monday 14 June 2021 and continued the inspection using virtual methodology. We provided feedback to the headteacher, depute head of centre and principal teacher on Friday 18 June 2021. As part of the inspection process, we undertook the following:

- video call contact with the senior leadership team and staff
- email and phone contact with parents
- review of written evidence such as personal plans, policies, procedures and risk assessments
- review of communication evidence for families including emails and social media posts.

This was a focussed inspection to evaluate how well children were being supported during the Covid-19 pandemic. We evaluated the service based on key areas that are vital to the support and wellbeing of children experiencing care during the pandemic. This inspection was carried out by inspectors from the Care Inspectorate.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

## What people told us

We saw 114 children across the five rooms when we visited the service. They were confident and happy, creating fun play experiences together. The interactions between children and staff were very warm and nurturing, with children playing closely with their friends and staff. The environment was calm and children were busy being creative and learning new skills. We could see that children felt safe and secure and they were happy to discuss what they thought about the nursery with us.

They told us:

"That is to keep us safe. We don't go over there." (pointing to the ropes and cones separating the outdoor space)

"We play with our friends."

"That's my mum in the picture. Look!" (when looking at their own personal learning journal folder)

"That's me doing Yoga and playing."

"We wash our hands to keep us safe."

"We've got a quiet area that's cosy. You go there if you are moody."

"You just come in here for a little rest." (about the emotion station)

"That's the fake Santa. I'm not like other kids, I'm a smart kid." (when sharing their own personal learning journal folder)

"So, I know a song about coronavirus (sang the song), because I had corona but I just had a bit of a temperature."

We heard from 22 families and most of them were happy with the experience they had received over the pandemic. They felt that their children were being cared for in a safe environment and understood what measures were in place to keep children healthy. They also told us about how well staff knew their children and how that was helping their child to learn and develop. Some commented on how good the level of communication was, including how pleased they were to receive learning bags when they were unable to leave home and come to nursery. They told us:

"They have been amazing at providing a safe space for children and I know my (child) loves it there. The teachers have excelled at ensuring parents feel safe on arrival and departure."

"Definitely done well on keeping kids safe and informing parents on Covid-19 throughout the nursery. Maybe a sanitizer station on entry for parents to use."

"Just keeping everyone calm when dropping off/picking up their children has helped a lot I think and also the weekly updates are fab. I don't think they need to improve anything."

"I think they've kept an excellent routine for the children and tried to ensure minimal disruption to the nursery environment. They have tried to ensure that nursery is the best place a child can be. We could have been better informed about what to do to ready our children for school."

"I had emails from my child's keyworker, an activity pack delivered during lockdown. We receive notification of any rooms that have to close due to Covid-19. There are various stories and activities posted on their Facebook page."

"The communication through the lockdowns was absolutely brilliant and kept us feeling involved in our children's learning. They were constantly giving us ideas and activity packs to help encourage the children with their development."

"Both key workers of both my children kept in touch regularly and we had phone and email communication consistently. Although we aren't allowed in the building, all the staff make sure to update sometimes daily on what activities they are doing and how they are settling in etc."

"A communication board or a Facebook page/Seesaw app that is personal to individual rooms would be a nice idea. Also, at the gate, staff pictures with the name and role could also contribute to building positive relationships."

The service already had plans in place to introduce a private Facebook page for each room, based on feedback. One parent told us they felt that the communication hadn't met their needs and we discussed this with the service. They had made plans to ensure that communication was varied so that all families were fully included in these messages.

## 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 and support during the COVID-19 pandemic?	5 - Very Good
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Further details on the particular areas inspected are provided at the end of this report.

## How good is our care and support during the COVID-19 pandemic?

5 - Very Good

### Quality Indicator 5.1: Children's health and wellbeing are supported and safeguarded during Covid-19

Key areas we assessed include the extent to which:

- children are nurtured and supported throughout their changed experience in their early learning and childcare setting
- effective communication with families enables responsive care to support children through changing circumstances.

We found that the service was supporting and safeguarding children's health and wellbeing during Covid-19 to a very good standard. Well planned strategies to ensure children's needs were met meant that every child received tailored support which respected their needs, rights and choices. For example, the service had actively sourced SIM cards so all families could access virtual learning at home, supporting every child to have equal access to learning. Sustained and individualised communication with families meant that the team knew the strengths of each child very well and, as a result, children were reaching their current potential. For some families, this helped them in times of great difficulty and there was a significant positive impact on keeping children protected. The relationships the service had proactively nurtured with local support services, by establishing and leading an 'Early Years Network', meant they could quickly access help from the right people at the right time.

Children were further supported to develop and learn at home due to the very good family learning opportunities on offer. Planning for these was led by what the service knew about individual children and the views of families fully influenced what they experienced. Parents had communicated the specific areas they were struggling with and high-quality, proven strategies for improving outcomes were offered to support them. This varied and wide-ranging approach to meeting individual needs had resulted in very high quality outcomes for children.

Interactions between children, families and staff were incredibly loving, warm and nurturing, ensuring everyone felt respected and included. Children had developed very high levels of self-esteem and a strong, positive sense of self due to these relationships. The values of dignity and compassion were evident in every interaction. By strategically pulling together research from educational psychologists and guidance on the 'Five ways to emotional wellbeing' with the staff team's excellent understanding of attachment theory, the service had created a tailored approach to supporting children's emotional wellbeing. They had carefully measured the impact of this on children's outcomes using robust research tools. The information they had collected evidenced the positive impact that the approach had on children's confidence, achievements and progress in speech and language.

Children had built very high levels of confidence and resilience due to the genuinely strong and trusting relationships that staff had sensitively nurtured with them. Children actively led and influenced play every day and staff listened carefully to children, ensuring they included everyone's interests and needs. At the heart of this approach was a focus on recognising and planning to meet the needs of each child while encouraging them to play and have fun as a strong friendship group. This approach had been tailored to the needs and context of the service to ensure all children's needs were met. Creative and exciting play experiences helped children to develop and explore their own imagination, curiosity and abilities.

## **Quality Indicator 5.2: Infection prevention and control practices support a safe environment for children and staff**

Key areas we assessed include the extent to which:

- children are protected as staff take all necessary precautions to prevent the spread of infection.

We found that infection prevention and control practices to support a safe environment were being carried out to a very good standard. The service had implemented the majority of the measures to reduce the risk of transmission in a very effective way. The environment was kept clean and well maintained each day and staff were proactive in ensuring resources were cleaned regularly. The resources which were available for children to play with had been carefully chosen and risk assessed to find an appropriate balance between reducing the risk of transmission while still offering children fun and creative play. The rooms were well ventilated and very good, frequent use of the outdoor space kept children safe and healthy. We asked the service to ensure that all measures in place were carried out consistently. For example, staff handwashing, cleaning of high risk touchpoints and use of face coverings. This would further improve the safety of the environment.

Staff remained physically distanced from each other as well as from families when children were being dropped off and picked up. Families had been kept well informed about the measures in place to support them and their children to stay healthy. Frequent, varied and respectful reminders to children, staff and families on how to "keep the nursery safe and open" meant everyone understood their responsibilities in maintaining a safe environment. Visuals and posters were used very effectively within the service, in the outdoor spaces and in communications from the nursery such as newsletters, emails and social media. This further helped to remind everyone how to keep a safe and healthy environment. We discussed how risk assessments could be developed to be more specific and detailed about the measures in place within the service.

Children's willingness to play within the new routines had been developed through sensitive and respectful support from staff. They had a very good understanding of how they could keep themselves safe and supported their friends and staff to do this too. This included effective and well managed handwashing routines which staff supported skilfully and appropriately, with the right balance between supervision and independence. Building children's understanding and confidence meant that their health and wellbeing was supported positively and effectively.

## **Quality Indicator 5.3: Staffing arrangements are responsive to the changing needs of children during Covid-19**

Key areas we assessed include the extent to which:

- staffing arrangements meet the needs of children and families
- staff are well supported and confident.

Very good staffing arrangements during the pandemic had responded effectively and proactively to the changing needs of children. The passion and commitment of the team to ensure children experienced high-quality care and support meant children were happy, achieving and settled. Staff had been motivated and enthusiastic about how they could positively impact on the lives of children and families, supporting them to feel included and respected. Flexible and safe planning of staff time, roles and responsibilities ensured children's needs were met and also helped the service to offer support to families when they needed it. Everyone had worked hard to ensure that the vision and values of the service were promoted every day with children and families, creating a positive and happy environment for all.

The senior leadership team had carefully and strategically planned how they would safely communicate with the team throughout the pandemic. They had worked with the team to understand how they could support their wellbeing and offered a number of ways to ensure staff felt happy, motivated and connected to their work. Staff were confident that, if they needed any help or support, the senior leadership team would be flexible and compassionate to their needs. This meant the team were committed to their work and felt valued, included and respected.

Staff had been offered a variety of opportunities to influence and shape the specific standards they worked towards. This meant they all felt responsible, respected and included in maintaining a safe and supportive environment for children and families. Having these agreed standards helped to create a collaborative team spirit and this consistent approach helped children to understand the new routines quickly in a positive way. The team had continued to learn and develop, understanding how they could improve their work to support children and families even more effectively. We asked that they focus their next phase of learning and development on the management of medication. Some aspects of staff practice in relation to this could be improved, for example, developing clearer and more detailed plans for children with minor long term health needs.

## 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

The provider should further develop children's Personal Learning Journeys and approaches to individual planning to show progression in learning. This may include:

- next steps linked to developmental milestones and skills development
- meaningful observations which recognise the child's learning in the experience
- child and family friendly approaches to promote their involvement
- use of observations to extend learning and enrich children's individual experiences
- consideration of developing skills rather than interests
- effective individualised approaches to planning (SHANARRI forms for under threes have great potential when in place for all children)
- planning effectively for progression (linking PLJ observations and next steps to planning clearly).

This will strengthen the planning and documentation of children's progression and achievements.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that "I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential." (HSCS 1.6)

**This area for improvement was made on 5 February 2019.**

#### Action taken since then

Children's Personal Learning Journeys showed how children were progressing and learning as individuals. Children were being offered tailored experiences to meet their needs as a result of this. The service had worked hard since the last inspection to offer learning and development opportunities that helped staff increase their understanding of children's progress. This was supporting children to achieve their potential while having fun. This area for improvement has been met.

#### Previous area for improvement 2

The provider should ensure the management team further strengthen the systems to effectively monitor interactions between staff and children. This will support staff to be more consistent and effective in their interactions with children. Consideration could be given to:

- specific feedback to individual staff about their work and interactions
- the stage of development and emotional wellbeing of children is supported by staff
- support and mentoring strategies to improve practice
- measuring the impact of interactions on children's future outcomes.

This will ensure all children receive a high quality and enabling interactions.



This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state 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 5 February 2019.**

#### **Action taken since then**

The interactions we observed between children and staff were warm, caring and nurturing. The senior leadership team had been creative in supporting staff to develop their skills and offer a higher quality experience for children. This had resulted in all staff sharing a vision, values and aims that was consistently a part of their interactions with children and families. The impact on this improvement had been measured using research and best practice tools to ensure that it was clear and specific. This area for improvement has been met.

## Detailed evaluations

How good is our care and support during the COVID-19 pandemic?	5 - Very Good
5.1 Children's health and well being are supported and safeguarded during COVID-19	5 - Very Good
5.2 Infection prevention and control practices support a safe environment for children and staff	5 - Very Good
5.3 Staffing arrangements are responsive to the changing needs of children during COVID-19	5 - Very Good

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Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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