

Halbeath Nursery Day Care of Children

Halbeath Nursery
Guttergates
Halbeath
DUNFERMLINE
KY11 8EB

Telephone: 01383602161

Type of inspection:
Unannounced

Completed on:
1 February 2023

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2021000199

About the service

Halbeath Nursery is a day care of children service in Dunfermline, provided by Fife Council. It is registered to provide care to a maximum of 111 children aged from two years to an age to attend primary school.

The purpose-built accommodation includes, a community space, family room, changing rooms and four playrooms each with toilet and cloakroom areas. There are enclosed outdoor areas, which are directly accessed from the playrooms. Children have regular opportunities to explore their local community. This includes regular access to nearby woodland, local shops and parks.

About the inspection

This was an unannounced inspection which took place on 1 February 2023. The inspection was carried out by two inspectors 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:

spoke with children using the service. We spoke with two families on the day, and we also reviewed email feedback

spoke with staff and management

observed practice and daily life

reviewed documents.

Key messages

Children were having fun taking part in various activities both indoors and outdoors.

Children experienced very warm, caring and nurturing support from staff who knew them very well.

Staff worked well as a team and were committed to improving outcomes for children and families.

Children were meaningfully and actively involved in leading their play and learning.

Play opportunities encouraged children to be curious, creative and imaginative.

The indoor and outdoor learning environments were inviting and stimulating and considered the age and stage of development of all children.

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?	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?

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.

1.1 Nurturing care and support

Children attending the service were happy, settled and comfortable in the nursery environment. They had developed strong connections with staff and friends, this contributed positively to children's emotional wellbeing. One child told us, 'I love coming to nursery, I can play with my friends, and we go outside'.

Staff knew children well and interacted with them warmly and respectfully, this helped to show children they were valued and loved.

Effective personal planning enhanced individualised care, support and learning opportunities for children. Staff worked in partnership with families when developing personal plans and support strategies. This ensured that children received care and support that was right for them. Communication with families was a key strength and staff had developed positive relationships with them. This was further enhanced by daily communication at drop off and collection time, updates via an online platform and regular opportunities for family engagement sessions. One parent told us, 'Staff are really approachable and supportive'.

Snack time encouraged children to be independent and was relaxed, sociable and unhurried. Staff were aware of any allergies or dietary needs which helped them to keep children safe. A member of staff sat with children chatting and encouraging them to help themselves. This supported children to develop their language and social skills. On the day of the inspection, we did not observe a lunchtime experience as no children stayed for lunch, however staff confidently talked us through the routine.

Effective communication systems were in place to ensure children were safe and accounted for. Staff were aware of the Care Inspectorate Safe, Inspect, Monitor, Observe, Act (SIMOA) campaign, which enhanced their practice and kept children safe.

Children were kept safe and protected from harm by knowledgeable and well-trained staff. Detailed chronologies were used to effectively record significant events in a child's life. Staff understood that such events may impact children's health and wellbeing. Support from other agencies was used when needed. This meant children and their families were provided with the appropriate help and support.

1.3 Play and learning

Children actively led their own play and independently accessed a variety of resources both indoors and outdoors. Planning approaches were responsive to children's interests and needs. Play spaces were well resourced and promoted learning through real life experiences. Children were offered rich, stimulating and interesting experiences which promoted curiosity, imagination, and collaborative play. For example, two children told us they were making pastry using powdered chocolate, flour and water. They were problem solving how to create the best consistency. A member of staff was adding further value to their play and learning through their carefully considered interactions. Staff were skilful in their interactions and engaged effectively with children to extend their learning. Questioning by staff encouraged children to think independently and to reflect, as a result children were respected, valued and achieving.

Children's ongoing progress was supported by sharing observations and next steps with parents via a digital platform. Observations detailed significant learning and planned next steps that were relevant to individual children. Effective tracking of progress ensured that all children were supported on an individual basis. As a result, children were effectively supported to learn and achieve. Children were keen to show us their personal learning journal folders. Children talked confidently about their learning and were able to share this with excitement and pride.

The service had built up strong connections with the local community. For example, volunteers from the Duloch in Bloom community garden helped to develop the sensory garden. Creating flower beds to support planting and growing. Children frequently visited and explored the community on walks. Plans were in place to develop use of the community space within the service and the management team regularly attended community council meetings as part of this plan. This approach stimulated children's interest and feeling of inclusion in the local community and enhanced their play and learning opportunities.

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.

2.2 Children experience high quality facilities

Children were having fun and were engaged in their play. They independently accessed a range of resources and experiences. Interactions between staff and children were carefully considered and were respectful of children's rights, wishes and choices. Staff played with children when they were invited to do so and when they could see that this would support children's experiences. This approach supported children to play without unnecessary interruption and encouraged a deeper learning experience.

There were opportunities for children's curiosity, enquiry, and creativity to be explored using real, natural and open-ended resources. Play spaces benefited from plenty of natural light. Consideration had been given to creating quiet spaces for children to rest and relax. This supported children's emotional wellbeing.

Free flow access to the outdoor spaces enabled children to be independent, direct their own play and supported them to be active and healthy. The garden provided a range of spaces for development of physical skills and exploration. Recent family fundraising had enabled the service to purchase new outdoor resources including a tree house, den and story chair. These items were chosen in consultation with families, children and staff. This supported children and their families to feel valued and included in the development of the service.

Staff implemented infection, prevention, and control routines to minimise the potential spread of infection. The environment was well maintained, and we observed children being supported to understand the need for good hygiene and hand washing throughout the session. This contributed to keeping children safe and healthy.

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.

3.1 Quality assurance and improvement are led well

Children benefitted from a service that was committed to continuous improvement. Staff placed children's outcomes at the heart of their work. As a newly registered service the management team, staff, children and families had developed the vision, values and aims for the service. This shared approach ensured that everyone felt included and valued.

Effective policies, procedures and robust quality assurance processes were in place to support the development and improvement of the service. The management team and staff were committed to the ongoing development to ensure children reached their full potential. A realistic improvement plan had been developed and staff could confidently discuss the progress being made. Improvement priorities were outcome focussed with realistic targets. Staff were involved in reviewing and evaluating the improvement plan as part of their team meetings. This supported a shared purpose and vision.

Team meetings and staff training opportunities helped staff to reflect on their practice, learning and development. For example, staff had embraced an approach which supported slowing down and taking time with children to support their overall wellbeing. This resulted in a calm and relaxed environment for children and staff.

The management team regularly observed and supported practice in the playrooms, and this helped identify any areas of strength or development. Staff told us they found this supportive and that they felt valued and informed of the process.

We found professional learning was well planned, reviewed, and matched to the individual development needs of staff. Regular and meaningful discussions supported staff to review and reflect on their personal development and practice. This meant children's care was based on relevant and up to date guidance and practice

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 key question as very good.

4.3 Staff deployment

Staff worked well together as a team. They were confident in their roles and understood their responsibilities in protecting children from harm. There was a very good mix of skills, knowledge, and experience within the staff team. Staff were flexible and supportive of each other, this approach ensured that children experienced consistent care, play and learning throughout the day. Effective staff deployment within the service ensured that children's individual needs were being met by the right number of staff.

Staff knew children and families very well. All staff were kind, nurturing and sensitive. They clearly recognised children's individual needs and supported them very well. All staff were aware of individual support strategies used with children, this supported continuity of care for children across the day.

Staff communicated well with each other throughout the inspection but particularly when a task took them away from their area. They told each other when leaving the room or when supporting a child. Staff were flexible, supportive and respectful of each other, this approach ensured there was a positive ethos between the team. This helped children and staff to feel safe and secure.

Arrangements for planned and unplanned absences were in place which ensured ratios were maintained. This approach ensured that children were kept safe, and well supervised by familiar staff, promoting a sense of security. Any changes to staffing were shared with families via a digital platform. This ensured that families were informed about who was providing care for their child.

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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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