

# Newport Primary School Nursery Day Care of Children

Cupar Road  
Newport-on-Tay  
DD6 8JT

Telephone: 01334 659432

**Type of inspection:**

Unannounced

**Completed on:**

20 February 2019

**Service provided by:**

Fife Council

**Service provider number:**

SP2004005267

**Service no:**

CS2003015877

## About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Newport Primary School Nursery is a Fife Council education provider, providing day care for a maximum of 24 children aged from three years to those not yet attending primary school. At the time of the inspection, the nursery operated sessions each morning and afternoon. The service operates from one playroom, situated within the primary school building. The service benefits from a separate entrance and designated outdoor play areas. Newport is a town located near to Dundee and has good access to public transport links and local amenities. The service aims to provide each child with the best possible start, with a vision that children play together, learn with each other and be the best that they can be.

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.

Please note that all parents and carers will be referred to as 'parents' throughout this report.

## What people told us

There were 18 children present in the morning and 14 children present in the afternoon at the time of the inspection. We observed the children enjoying their play. The children presented as happy, confident and relaxed during our visit. One child showed us her personal learning journal (PLJ) and was keen to find the picture of her Mummy that was in her PLJ.

We sent out 10 care standards questionnaires to parents of children who attend the service. We received six completed questionnaires from parents before the inspection. We spoke with five more parents individually during our inspection. Overall, most parents were very happy with the care and support their child received in this service.

They told us -

"My child has attended for two years nearly and I can't thank the staff enough for how good they are. They are always there to answer any questions I need. Always very smiley and approachable. My child has enjoyed nursery because of the staff. When my child got bored, they ensured to change what activities he is doing. You could not ask for better staff. Five stars from me".

"My child thoroughly enjoys attending Newport Nursery. The staff provide a safe and welcoming environment. There are good play opportunities outside and the forest school on a Tuesday is excellent".

"My daughter has been at nursery for 2 years. In her second year, she struggled going back in to nursery. (Crying when mum leaving). Nursery staff and management all made time to listen to my daughter and myself and

formed a plan to get my daughter back to enjoying nursery. I cannot thank them enough for all their support. The nursery is excellent and I couldn't be happier about the early years experience my child is getting".

"It is clear to me that my son feels happy, confident, and secure when he is at nursery and he is given the space to be himself and that is respected by all staff and the other children, which is a sign of an excellent culture".

## Self assessment

The service was not asked to complete a self-assessment in advance of the inspection. We looked at their own improvement plan, which demonstrated their priorities for development and how they were monitoring the quality of the provision within the service. Priorities identified on the improvement plan ensure there is a shared understanding of how to record significant learning and how learning opportunities could be promoted and extended.

## From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	4 - Good
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

## Quality of care and support

### Findings from the inspection

We saw confident, relaxed and happy children, who were engaged in learning. Staff provided opportunities for children to develop independence skills, for example self-service snack and putting on outdoor clothing when choosing to play outside. We suggested that children should be more involved in preparing snack; this would help promote social and language development and further develop independence. We asked staff to revisit best practice documents, such as 'Setting the Table' and 'Food Matters' to keep fully informed of health and nutrition. This would support the process of developing healthy eating habits and a healthy relationship with food.

All children had a personal learning journal and enjoyed using these to talk about what they had been learning. Tracking sheets were used to monitor children's progress. The manager should support staff to understand how they can better capture and support children's individual significant learning through effective use of observations. Next steps in children's learning should be used to inform future planning. This will support children to make progress in their learning and help staff to track children's individual progress more effectively. We advised that children and families voices should be more reflected in the learning journeys.

During the inspection, staff missed opportunities to enrich children's learning. Whilst planning took account of children's interests, it did not take account of individual learning needs. We found some learning experiences were not challenging the children, which limited opportunities for children to progress through to the next stage of their learning. We discussed with staff how they could use best practice guidance including 'Building the Ambition' and 'How Good is Our Early Learning and Childcare' to support them to develop focussed learning opportunities to provide children with challenge and depth in their learning.

The service had worked hard to carefully support children and families to make successful transitions when they first start, and as they move onto primary one. Through discussion, it was clear that staff understood the importance of building relationships and developing secure attachments. The buddies in primary six have plans to make a movie for children moving onto primary one which they and their families could watch during the summer holidays. This information would help children and families' to feel included and supported.

Speaking with staff, we were confident that they understood their role in protecting children's care and welfare needs. All children had a personal plan, which set out how their needs were met. We advised that the management team put a system in place to ensure these were all reviewed and updated every six months, with all families. A system was in place to record accidents and incidents and we suggested that individual forms start to be used rather than one form for all children to support confidentiality. We also suggested that the service developed the system to record when medication was administered and how medicine was stored, in line with current best practice guidance, which could be found on our website. This would continue to ensure children's health needs were met.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of environment

### Findings from the inspection

Staff told us about the broad range of experiences they provided, which included trips to the local woods and care home, creating rich and meaningful opportunities for children to be active participants in the community. In addition to this, they offered Book Bug sessions, Parents Early Education Partnership (PEEP) and Play on Pedals, which created family learning opportunities and supported literacy, numeracy and health and wellbeing development.

The service had made improvements to the outdoor learning environment, which was well-resourced and provided opportunity for exploration and discussion through loose parts. We saw children measuring volume using water and jugs outdoors. The children explored and created in the mud area. The service also benefited from a garden area, which provided opportunities for children to learn to assess and manage risks and develop confidence during physical play. Plans were in place to develop this area further.

The service had worked hard to ensure that children had the opportunity to freely access the outdoor play area, throughout the session. This provided opportunities for them to lead their own learning and make healthy choices. While we recognised this as good practice, we were concerned about the temperature in the playroom, which was cold because the door to the outdoor area was open. We advised that the temperature should be consistently comfortable. The service should find a solution to continue to allow children free access to outdoor area without it affecting the temperature of the playroom.

In the playroom, children had good opportunities to decide where they wanted to play and could choose from a range of resources to support their imagination and creativity. The building area was a good size and there were opportunities for mark making using graph paper. Pictures helped children to put bricks away and this helped them to respect their environment. We could see that natural and open-ended play materials were being developed in the sand and water areas. There was scope to develop loose parts further, which would enhance creativity, problem solving and imagination.

We saw some opportunities for children to be independent and make choices, for example, making up the colours of the paint. Similarly, there was a good amount of signage around the room and board maker symbols to help children make choices. Consideration needs to be given to the management of the indoor learning environment. While there was a range of resources available, these were not well maintained. In some areas, resources were not well organised, attractively displayed or were limited. This reduced opportunities for children to engage in rich, challenging experiences which would extend and sustain their interests and learning. There was scope to further develop technology to widen children's experiences of different methods of communication.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of staffing

### Findings from the inspection

Staff were kind, caring and respectful towards children for example, they ensured that they were offered snack if they had not had any. They had reflected on the limited opportunities that were available to children in the local woods that they had been visiting and as a result had started using another woodland area, to give the children a wealth of experiences, such as den building and making a fire pit. Children were learning to assess and manage risks and develop confidence during physical play. Being active and healthy supported children's all round health and wellbeing.

Staff were responsive to children's needs, for example, helping children to log in to the ipad's, when they chose to use them. However, we saw some inconsistency in how staff engaged with children to support their learning and emotional resilience. Children would benefit from a consistent approach to understanding their emotions and support them when they are feeling frustrated. We also saw missed opportunities to support children to find their own solutions and develop negotiation skills when disagreements occurred.

Staff were motivated and keen to access training and lead on areas for improvement, for example parental engagement. They told us that they felt supported and given opportunities to attend training. They said that they appreciated having the opportunity to attend a Quality Curriculum course, provided by Fife Council. We recognised the challenges that the small team faced and suggested that effective deployment of staff and further clarification of remits would support them to implement their new knowledge into practice. One staff

member told us, training has made her more aware of the importance of allowing children to work out what is safe and responsible to do for themselves, rather than giving them the answer. We advised the management team that staff should record training, what has changed in their practice and the positive outcomes for children because of this change.

Staff had regular opportunities to network with other early years services. Their regular meetings called 'Nursery Natters' focused on sharing good practice and learning together. They were keen to tell us about a planned improvement as a result of a 'Nursery Natter', which was, to invite parents of children moving into primary one to meet their child's buddy. This would reassure parents and help them to feel included.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of management and leadership

### Findings from the inspection

We saw good relationships with children and families. Parents told us that they felt well informed and happy with the service provided and felt that children were learning and making good progress. Parents were invited to be involved in various groups, such as, Book Bug and trips to the local woods. The service had effective systems in place to share information with parents, for example the nursery blog, Twitter, GLOW forms, survey monkey and information evenings. Similarly, 'Question of the Month' gave parents the opportunity to contribute thoughts and ideas and to feedback if they liked changes that were put in place. This helped them to feel valued and included.

The management team utilised staff skills and interests to establish leadership roles, which recognised and respected staff's abilities, for example, Parents Early Education Partnership (PEEP) and Play on Pedals. Fortnightly meetings enabled information sharing and professional dialogue, including children's needs and planning. Staff should continue to be supported to develop their skills and knowledge through developed leadership roles and responsibilities. This would support their professional development and confidence in particular areas and have a positive impact on the children and families using the service.

We suggested management continue to develop monitoring systems to ensure that the staff team have the appropriate information, support and learning opportunities to provide the highest possible outcomes for children. The whole team needed to track the journey of improvement and impact. Staff should take more ownership of self-evaluation in order to meet their potential through high quality learning opportunities. The management team should consider using a model for improvement to track progress and demonstrate reflection and impact.

The improvement plan was shared with the staff team to create a shared vision and understanding of the planned development of the service. Team meetings provided staff opportunities to create work plans based on the priorities, which shared responsibilities. We felt that the service was well placed to make further progress.

In-service training days provided an authority wide consistent approach to knowledge, skills and information on training, such as, child protection and numeracy in context for children. Staff would benefit from clear remits and areas of responsibility to support the management of the session and enhance the quality of the provision. We spoke about the importance of remaining engaged with best practice guidance and training to ensure that the experiences the service offers children are meaningful, rich and of the highest quality. We advised staff to make use of the range of best practice documents available at [www.careinspectorate.com](http://www.careinspectorate.com).

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 4 - good

## What the service has done to meet any requirements we made at or since the last inspection

### Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

There are no outstanding recommendations.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Enforcement

No enforcement action has been taken against this care service since the last inspection.

## Inspection and grading history

Date	Type	Gradings
13 Jan 2016	Unannounced	Care and support Environment Staffing Management and leadership
		Not assessed Not assessed Not assessed Not assessed
31 Jan 2013	Unannounced	Care and support Environment Staffing Management and leadership
		6 - Excellent 5 - Very good 6 - Excellent 5 - Very good
20 Jan 2010	Unannounced	Care and support Environment Staffing Management and leadership
		6 - Excellent Not assessed 4 - Good Not assessed



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