

Pittencrieff Primary School Nursery Day Care of Children

Dewar Street
Dunfermline
KY12 8AB

Telephone: 01383 602429

Type of inspection: Unannounced
Inspection completed on: 13 February 2018

Service provided by:
Fife Council

Service provider number:
SP2004005267

Care service number:
CS2003015902

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

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

The nursery is registered to provide care to a maximum of 45 children from 3 years to those not yet attending primary school.

Pittencrieff Primary School Nursery is a Fife Council early learning and childcare provision. The service is situated within Pittencrieff Primary School in Dunfermline and is registered to provide a service to a maximum of 45 children aged from three years to not yet attending primary school. It operates from Monday to Friday during school term time. The service offers a variety of flexible placements so that children benefit from their 600 hours entitlement to early learning and childcare.

Internally, there are two separate classrooms, toilet facilities and an enclosed outdoor play area. Children also have access to the school gym hall and the school library.

The aims of the nursery are clearly stated within the parent's information pack. They include that the nursery will give children a warm and happy atmosphere in which they can develop their personalities to the full and feel successful.

We wrote this report following an unannounced inspection visit on Monday 12 and Tuesday 13 February 2018. We visited Dunfermline Glen with the staff and children on the morning of the first day observing children as they explored the outdoors. We observe practice indoors and outdoors, talked with staff and the management team and examined a sample of records. We provided feedback at the end of the inspection process.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people – and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

What people told us

Children were happy and confident in the setting. A trip to Dunfermline Glen supported children to explore the outdoors playing in the snow, they benefitted from natural materials and loose parts play outdoors and made choices about the activities they were interested in. Children told us that mixing flour, salt, water, oil and some colouring made play dough; that they were making cakes with straw; that they enjoyed reading books and that they had been learning the names of birds including pigeons, magpies and jackdaws. Children were fully engaged in their learning experiences developing their confidence, self-esteem and creativity.

We spoke with six parents who were positive about the service. They said that children were happy enjoying a variety of activities. Some said that children were supported with their progress and development preparing children for school. Many parents felt that outdoor learning was a strength and that there were opportunities to meet with staff to discuss children's progress and review their next steps. They were involved in the service through outings and fundraising.

We sent out care standard questionnaires to be distributed by the service. Six completed questionnaires were returned highlighting their satisfaction with the service being delivered. Comments included:

"I cannot praise the staff enough! I feel I have a close relationship with the staff and I get a little feedback every session or any concerns or funny stories regarding my son... We have every confidence in the staff there and the peace of mind we have leaving our son there has been far more than we could ever have imagined."

"...The nursery always keeps you updated on events and nursery goings on! Excellent communication and as a parent you have the opportunity to get involved with the learning. Love the trips to the park my daughter enjoyed showing me the special nature walk and area that the children have been involved with."

"... I am very proud/happy with his learning and speech development that he is receiving from nursery. I find all staff very approachable and find it a very warm, kind environment for my son to be learning in..."

"Pittencrieff Nursery offers a great service and early education for my child... We have free access to learning logs so we can see our daughters progress."

Self assessment

The service had not been asked to complete a self-assessment in advance of this inspection. We looked at the improvement plan for the service which demonstrated clear priorities for improving outcomes as well as progress being made.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

A responsive, nurturing staff team who had an understanding of children's individual needs, routines and interests delivered very good care and support. For example, children's individual health and dietary needs were effectively supported and they were becoming resilient through outdoor play opportunities that stimulated natural curiosity, learning and creativity. Children were supported as a result to achieve their potential.

Parents and carers told us that key staff communicated effectively with them. Daily chats, formal meetings and access to children's plans ensured that they were informed about their children's experiences, progress and learning and were involved in agreeing next steps.

Children were included in planning their learning experiences. For example, they used the map to decide the areas they wanted to visit in the park including the greenhouse to have snack and the large grassy area to play in the snow. Developing the use of visual print in the service supported children's communication well.

Parents recognised that staff supported children's learning well in particular through the use of the outdoors. Children were mastering the process of making play dough without adult support, they were making bird cakes staying safe when using candles to melt the lard respecting the need to nurture the wildlife in the garden during winter. The outdoor learning experiences included the use of natural materials and open ended play supporting children to problem solve, to be creative and to be imaginative. Staff taking a lead role continued to evaluate and develop children's outdoor learning experiences.

Children's wellbeing was encouraged through for example, being supported to make healthy lifestyle choices. Eating and drinking in the main was healthy. Staff recognised the need to continue to evaluate how healthy the snacks were taking account of good practice guidance 'Setting the Table.' As part of the child-smile programme children were learning about the importance of cleaning their teeth.

We found that general practice in the areas of managing medication, recording accidents and incidents and transitions were managed well. Staff were aware of their responsibilities to protect children in their care and had regular training to refresh their skills and knowledge in safeguarding children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

This quality theme was not assessed.

Quality of staffing

Findings from the inspection

The wellbeing of children was supported through very good recruitment procedures. This ensured that staff were 'fit' to enter the workforce. There was an induction programme that supported staff to become familiar with policies, procedures and their roles and responsibilities. Managers were responsible for monitoring staff performance throughout this period.

Consistency of the staff team ensured that positive nurturing relationships were formed with children who were respected and included in the setting. Key staff were clear about their roles and responsibilities working well to support children and their families.

The majority of staff had a professional attitude towards their continued professional development. All staff attended mandatory training including child protection, health and safety and food hygiene. There were opportunities for staff that wished to access other relevant training that recently included English as an alternative language, speech and language, outdoor learning, forest schools and Solihull training. Staff shared their learning with the team resulting in care and support being delivered based on relevant evidence and good practice guidance. It was recognised that the learning culture across the team could be further developed by staff making use of for instance, Care Inspectorate Hub and National Improvement Hub to access current good practice guidance to support their continued professional development.

In general staff were well supported by the senior management team. There were systems and processes in place that supported staff to become more confident and competent in their roles and responsibilities. For instance, staff meetings enabled professional dialogue and one to one meetings supported reflective practice and training needs analysis.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

Effective planning, a very good evidence base and effective self-evaluation resulted in the continuous improvement of the service. For instance, improved outdoor learning resulted in children benefitting from experiences supporting them to stay safe, develop confidence and resilience and learning about the world around them. The improvement plan highlighted a focus on improvement areas such as transition so that children were supported to become confident helping them to feel safe and secure. Strong leadership and effective partnership working with families meant that their views were taken into account and influenced the

development of service. A consultation about the use of twitter was in progress to gather the views of all parties to determine whether it should be adopted as a tool to share information in the service. We discussed how self-evaluation could be further developed including involving children evaluating their experiences using the wellbeing indicators in the floor books.

The senior management team recognised staff strengths and interests supporting them to take on delegated leadership roles to develop aspects of the service. For example, roles included developing outdoor learning, numeracy development and implementing the kitbag initiative. Visits to other early learning and childcare services supported staff to become reflective practitioners. It was recognised that staff would benefit from developing reflective practice further. We chatted about the use video recording to help with peer monitoring and reflective practice.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very 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.

Enforcement

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

Inspection and grading history

Date	Type	Gradings
8 Feb 2017	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
11 Jan 2016	Announced	Care and support 3 - Adequate Environment 4 - Good Staffing 4 - Good Management and leadership 3 - Adequate
16 Jan 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
16 Jan 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
1 Nov 2011	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed

Date	Type	Gradings	
18 Jan 2011	Unannounced	Care and support Environment Staffing Management and leadership	Not assessed 5 - Very good Not assessed Not assessed
10 Dec 2008	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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