

Wormit Primary School Nursery Day Care of Children

Flass Road
Wormit
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Type of inspection:
Unannounced

Completed on:
2 November 2022

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015878

About the service

Wormit Primary School Nursery is provided by Fife Council. The early learning and childcare service has one playroom and a large, enclosed garden area. It is located in Wormit, Fife and is close to local amenities such as shops and public transport links

About the inspection

This was an unannounced inspection which took place on Wednesday 2 November 2022 between 09:15 and 16:30. This inspection was carried out by two inspectors from the Care Inspectorate. We provided feedback on the day of inspection.

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 in the service
- reviewed emails from families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

Children experienced warm, caring and nurturing support from staff.

Children were confident and independent. They were engaged and having fun taking part in various activities both indoors and outdoors.

Children's choices were supported well through a balance of planned and spontaneous play experiences and resources.

Staff were flexible and supported each other and worked well as a team.

Strong links with local community supported children to be proud of their community and be involved.

Children always had free flow access to the outdoor area.

Staff had carefully considered the resources which offered children opportunities for learning through play.

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

1.1 - Nurturing care & support

Children experienced warm, caring relationships with staff, and were happy and settled. Interactions between staff and children were respectful, kind, and nurturing. Staff knew children well and worked as a team to support their individual needs and preferences. This encouraged children to be confident and independent whilst promoting their individual needs, rights and choices.

Staff worked in partnership with families, involving them in decisions about their child's care and development. Children's personal plans reflected their individual needs, and were supporting children to be healthy, nurtured, included, and achieve. Children were proud to show us their folders and talk about their learning. This approach encouraged children to feel valued and respected. One parent told us, 'We are also encouraged to take home our child's personal learning journal (folder). This is wonderful as we can sit and look through it with our child and they can tell us all about it'.

Mealtimes were sociable and calm, providing a positive experience. Children were actively involved in the preparation of snack, and this supported them in developing important life skills, for example cutting and peeling fruit. Children understood the need for cutting fruit into small pieces and told us, 'If it's too big you might choke, so we cut it into little bits like this'. Staff were knowledgeable about potential choking hazards, as they had used best practice guidance on choking to ensure children were safe.

The staff team had been working on improving the lunchtime experience and it was in the early stages. They had introduced some positive changes to support children's individual needs. We asked the service to consider ways to further promote children's independence skills, for example self-serving their chosen food.

Children were safe and protected as staff understood their responsibilities in reporting protection concerns. Staff ensured that children with medical needs were responded to with dignity and privacy. Effective storage systems were in place for all medication. Appropriate information was recorded which ensured it was administered in line with best practice guidance. Accident and incident records were completed fully by staff and shared with families. These records were monitored on a monthly basis.

1.3 Play and Learning

Children actively led their play and learning throughout the day. They were happy, confident and engaged. Children benefited from a high-quality play and learning environment, both indoors and outdoors. Children had opportunities for uninterrupted play. This approach encouraged children to become absorbed in their play and have fun. Children spent a long time creating a car and train track with bricks

Planning approaches were child centred with children being actively involved in planning. Learning walls were used effectively to record children's learning, and by displaying these at children's level gave them a sense of ownership of their environment and play space. Children were keen to share their current learning with us. One child told us they had been learning to use measuring tapes in the block area. This contributed to children feeling valued and respected. The resources and experiences enabled rich learning opportunities

and promoted challenge. Children were encouraged to explore resources and staff had a clear understanding of child development. Skilled staff were adding further value to children's play and learning through their carefully considered interactions. Questioning from staff encouraged children to think independently and to reflect, as a result children were respected and valued.

Children benefitted from close links with the local community. They experienced regular outings to the beach and local woodland. This helped children feel connected and develop a sense of pride for their wider community. When exploring the local woodlands and community we asked the service to further consider its handwashing approaches to ensure children are kept safe, healthy and to minimise the risk of potential infection.

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 welcomed into a safe, homely and well organised environment. Careful consideration had been given to the resources on offer and children benefited from a variety of interesting materials which encouraged extended play, creativity and curiosity. Real life items, which included plants, crockery and clothing supported imaginative play throughout the setting. Play spaces reflected current interests and were well resourced to support individual learning and to offer challenge.

To support children to settle, parents dropped children off in the outdoor area. As a result, children settled quickly and felt secure.

Children benefitted from opportunities to engage in risky play, both indoors and outdoors. Children had access to a woodland area within the school grounds. Staff took a positive risk benefit approach, and this supported children to assess their own risks and understand their own safety. Robust risk assessments were in place. These were regularly reviewed and updated to ensure any risks were minimised for children, families, and staff. Regular head counts took place and robust measures were in place to keep children safe while walking through the school grounds.

Staff understood their roles and responsibilities and maintained a high standard of infection prevention and control practices. Clear policies and procedures ensured that there was a consistent approach across the service. This ensures that children are cared for in a safe environment. Effective hand washing routines were embedded, and this helped to minimise any risk of spread of infection.

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 well led

The service had vision, values and aims that reflected the ethos of the service. This was being used effectively by the management team to positively inform practice and reflect as a team. This resulted in staff that knew what was important to the setting to meet the needs of the children and families.

Staff had a clear understanding of their role in supporting improvements in the setting. They had opportunities to develop their leadership skills. Staff had opportunities to develop their leadership skills throughout the setting, such as leading the development of areas, medicine audits and outings. This meant that staff felt valued and empowered to contribute to improvements.

The management team worked well to ensure that all staff were aware of and had a clear understanding of policies and procedures. Supply staff were well supported in their roles and transitions between staff were very well managed. For example, when a child's key worker was not in, children were informed appropriately by the nursery staff. This meant that children were respected and valued.

Robust quality assurance systems were in place and led to continuous improvement. A recent focus on developing relationships in the setting had been undertaken. This meant that staff were confident in their use of skilled interactions which built strong positive relationships with children.

One of the priorities for improvement identified by the setting was the development of the personal learning journals to ensure these highlight significant observations, reflect children's progress and record next steps in learning. This will ensure that children are supported to reach their full potential.

Team meetings and opportunities to reflect as a team empowered staff to discuss, identify and take forward areas for improvement. This supported staff to understand their role in improving the service and build confidence to initiate change when identified. The management team focused on one area of improvement at a time to ensure that changes were meaningful and effective. As a result, change was carried out at a pace that was right for the service.

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

Children benefited from a passionate and caring staff team that knew the children well. Staff had clear roles and responsibilities and communicated very well with each other.

Information was shared with parents and photographs displayed so they were familiar with staff employed in the service. Staff had developed strong relationships with families. One parent told us, "The staff are fantastic! Very friendly, welcoming and helpful." This meant that families felt included in the service and were valued and listened to.

Children experienced continuity of care as staff deployed themselves effectively to ensure high quality experiences. Effective communication between staff and their flexible approach meant children were supported in all areas. At busier times, routines had been established which promoted children's safety. For example, staff ensured they supervised the entrance area at pick up times, while children were able to still access all areas of the nursery uninterrupted.

Staff were proactive during busier times of the day such as at arrival time to ensure there was very good supervision. The staff team worked effectively together to ensure that children's needs were met. Routine tasks were carried out with little or no impact to children. Transitions were seamless and well planned with

children being comfortable about what was happening next. Children were encouraged to feel included, respected and valued as they understood the routines of the day.

The induction process had been developed using the National Induction Resource and this approach enabled new staff to feel welcomed and valued by the team. There were regular opportunities for training and staff were able to talk about the impact this had on their practice. Staff were passionate and enthusiastic about providing high quality care for all their families.

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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