

Viewforth Nursery Day Care of Children

Mitchell Street
Leven
KY8 4HJ

Telephone: 01334 659 358

Type of inspection:
Unannounced

Completed on:
22 February 2023

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015969

About the service

Viewforth Nursery is a daycare of children service situated in Leven, close to local transport links, shops, beach and local amenities. The service provides funded early learning and childcare for Fife Council, and provides care for a maximum of 60 children aged 2 to 5 years old. Fifteen children may be aged 2 years at any one time.

Children had access to three large playrooms, a sensory room and use of enclosed outdoor play spaces.

About the inspection

This was an unannounced inspection which took place on Wednesday 22 February 2023 between 08:30 and 17:00. Feedback was provided at the end of the inspection visit. 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 throughout the inspection year. To inform our evaluation we:

- spoke with several children in the service
- spoke with six families on the day of the inspection and reviewed nine emails we received from families directly to us
- spoke with the head teacher and staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- Children benefitted from positive nurturing staff who were responsive to their needs.
- Families felt welcome in the service with regular opportunities for them to be included and involved in their children's learning.
- Significant investment resulted in the indoor environment being well maintained, clean and provided a calm and exciting space for children to learn and have fun.
- Staff worked well together and had developed respectful professional relationships.
- Strong leadership in the service had supported staff to develop confidence and knowledge in their roles.
- Staff were flexible and deployed themselves across all areas of the playroom so they were responsive to the needs of the 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 these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 1.1 - Nurturing care and support

Children experienced warm, caring and nurturing approaches from responsive staff which supported their overall wellbeing. Staff knew children and families very well and used this knowledge to support children individually. This allowed children to feel safe and secure in nursery. One parent told us, "We feel our child's keyworker has taken time to develop a positive relationship with both them and us".

Personal plans supported children's individual care and support needs and reflected families' personal preferences. The service worked proactively with other agencies to support children and families. This allowed them to provide tailored approaches which were used consistently and effectively, to ensure continuity of care and support for children. Next steps for children and any strategies to support development were regularly reviewed to ensure children's individual needs were met. These consistent and effective procedures enabled staff to respond quickly and sensitively to changes in children's lives and supported them to achieve their potential.

Mealtimes provided a calm, relaxed and sociable experience. Children could choose when they ate which allowed them to enjoy uninterrupted play. Staff recognised this time as an opportunity to promote close attachment and engaged well with children in nurturing and encouraging ways. This provided children with positive role models to encourage positive eating habits, social interaction, and showed children they were valued. Children had opportunities to develop confidence and independence skills by self-serving some foods and clearing their plates. We discussed with the service ways children in the younger room could be further encouraged to develop important independence skills.

Quality indicator 1.3 - Play and learning

Children were meaningfully and actively leading their own play and learning. A dedicated staff team had created interesting and exciting spaces which provided high quality experiences that promoted children's choice and fun. Children told us they loved nursery as they had fun playing with their friends and told us staff were very good at looking after them. This showed children felt valued, secure and loved in the setting.

Planning for children's play was child centred and responsive to their interests. A skilled staff team provided appropriate resources and materials to support all children. Staff used their observations of children's play and discussions with them to create mind maps. These recorded children's thoughts, ideas, and discussions, and staff worked together to extend their ideas to provide breadth and depth to their learning. This approach supported change and enriched the provision which enhanced children's play and learning.

Floorbooks were used well in a variety of ways. They recorded responsive planning which identified children's varied interests across areas of the provision. Staff took a shared responsibility to provide extensions for learning and worked together to review and evaluate children's progress. They were used to highlight work in specific areas of practice, such as children's rights. The team had started to identify their rights-based approach. They creatively evidenced how this practice provided an accessible and inclusive service where children understood their rights. Children enjoyed looking through the floorbooks to revisit their learning and share their experiences with their families. One parent told us they enjoyed looking through the nursery improvement floorbook at the recent stay and play session.

Children's play and learning were enhanced through strong connections in the local community. Children regularly visited local shops, the library and the beach. The service had made contacts with three local care homes and children were visiting residents in small groups. This promoted greater understanding and respect between generations and contributed to children building a sense of belonging in their community.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided which impacted positively on children's outcomes, therefore we evaluated this key question as very good.

Quality indicator 2.2 - Children experience high quality facilities

The nursery play spaces were well-designed, comfortable and stimulating. Investment in the indoor environment had provided safe and clean play spaces that met children's needs.

Quiet spaces had been made within the nursery which provided opportunities for children's emotional development to be supported. High attention to detail in playrooms with a mixture of lighting and materials resulted in relaxed, cosy spaces, and a sensory room had been created. These calm areas provided a safe, peaceful space for children, which helped them develop their ability to self-regulate their emotions.

Children experienced challenging and fun play experiences in a safe way. Risk assessments and daily checks were carried out to promote a safe environment. Children were meaningfully involved in risk assessments. For example, photographs at the woodwork bench and staff discussions with children, supported them to be included in the assessments of risks with the tools. As a result, children had an enhanced awareness and understanding of how to keep themselves safe.

Robust infection prevention and control measures were in place to provide high levels of safety for children. We saw staff positively reinforce the need for good hand hygiene with children and saw staff regularly wash their hands. Regular cleaning and checks were taking place and staff were aware of their roles and responsibilities to maintaining a clean and safe environment.

Children benefitted from accessing the nursery gardens whenever they chose, which provided fun play opportunities including water play and a slide. One parent told us they viewed this as one of the nursery's strengths as their child preferred outdoor play. This supported children to enjoy active play and fresh air.

Children's artwork and photographs of them with their families were displayed throughout the service. An achievements wall showed children succeeding in activities they enjoyed. This provided children with a sense of ownership of the space and promoted a strong sense that they matter.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided which impacted positively on children's outcomes, therefore we evaluated this key question as very good.

Quality indicator 3.1 - Quality assurance and improvement are led well

The service was very well led by a senior leadership team that promoted a clear shared vision and had high aspirations for children and their families. They had created conditions where all staff told us they felt confident to make suggestions for improvements and took responsibility for the process. Staff had worked hard and taken on leadership roles to enhance areas within the environment. For example, one staff member had chosen to develop the dressing up area. They had sourced a variety of multi-cultural resources including hats and scarfs which aided children's numeracy learning by developing a sense of size. Photographs provided children with ideas of characters to role play imaginary situations, which helped develop their skills in language and literacy. The staff team confidently spoke to us about their own areas and development journeys. This showed staff were part of the improvement journey and took responsibility for enhancing children's play and learning.

The service had developed strong working relationships with children and families using a variety of ways to gather their views and share information. Parents told us they were asked for their feedback and ideas regularly and one parent told us any suggestions they provided were implemented quickly. Seasonal newsletters provided information about upcoming events and key dates, and closed private Facebook groups provided updates of children's learning and play. Parents told us they found information that the service shared was helpful and another parent told us the service took on feedback well. This showed families felt well informed and involved in the development of the service.

Children benefitted from a service committed to continuous improvement. The staff team were dedicated and passionate about providing high quality care for children. There was a clear focus on self-evaluation and quality assurance and how this could promote change and improvement. The service had made links with other local childcare establishments to share good practice. These opportunities had been used well to evaluate the service and the experiences and opportunities available for children and their families.

Regular team meetings with the head teacher and senior leadership team, supported all staff to share their ideas and work together to achieve the desired outcome. Communication champions had been introduced to ensure the ideas and suggestions from all staff could be shared. This meant everyone could feel included and have their voices heard in the meetings, without impacting on children's care. Staff told us they felt this had made a significant impact on the progress the team had made. As a result, everyone felt respected, valued, and part of the development of the service.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided which impacted positively on children's outcomes, therefore we evaluated this key question as very good.

Quality indicator 4.3 - Staff deployment

Children benefitted from a caring, dedicated and nurturing staff team who knew them and their families well. They were focussed, committed, and engaged very well with the inspection process. Effective use was made of staff experience, knowledge and skills to ensure children's experiences across their whole day were positive. One parent told us, "The staff are so involved with all of the children, giving them diverse experiences of the world and other cultures. Staff have been a rock not only for my child, but for me".

Staff communicated very well with each other and worked together as a team to ensure effective supervision and quality engagement with children. Roles and responsibilities of staff within each area of the nursery were displayed, which ensured key tasks were carried out and supported consistent practice. This helped to provide the necessary supervision of children and offered consistent opportunities and experiences.

Staff were flexible, responsive and worked well together, to maintain engagement with children as they moved around the spaces available. Children were comfortable and familiar with all staff which allowed them to freely and confidently access all areas in the playrooms. This allowed children to feel safe and secure in the environment and follow their own interests.

There was a clear process for mentoring and supporting new staff using the skills and knowledge of the existing staff team. The service were using the Scottish Government's Early Learning and Childcare (ELC) National Induction Resource. Staff were given time to observe practice and support strategies being used for individual children, with opportunities for professional reflective discussions. This ensured consistent approaches for children and enabled them to receive high quality care and support.

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

To keep children healthy and reduce the risk of the spread of infection, the provider should ensure that appropriate infection prevention and control measures are in place, in line with current guidance. This should include, but is not limited to:

- a) maintaining the cleanliness of the nursery, especially in areas where the risk of infection is high such as toilets and nappy changing spaces
- b) having clear, flexible roles and responsibilities for staff in maintaining the cleanliness of the environment throughout the day and between sessions
- c) providing adequate supervision when children are washing their hands
- d) staff washing their hands frequently and in line with guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.22).

This is also to ensure that infection prevention and control practices are consistent with the Health Protection Scotland document, Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings).

This area for improvement was made on 17 March 2022.

Action taken since then

We saw improvements in relation to infection prevention and control practices. Handwashing was routinely carried out at appropriate times and staff were supporting children to wash their hands effectively. Staff worked well together to ensure cleaning procedures were implemented, which resulted in a clean, tidy, and well maintained environment.

Progress had been identified and this area for improvement was met.

Previous area for improvement 2

To keep children safe and protected from harm, the provider should ensure that appropriate control measures are in place to reduce the risks associated with any potential hazards in the premises. This should include, but is not limited to:

- a) ensuring surfaces in high risk infection areas are of a suitable material so that they can be easily cleaned
- b) ensuring furniture, fixtures and fittings are in good working order
- c) making entrances, exits and gates across the premises safe and secure
- d) ensuring staff develop and understand appropriate risk assessments and apply their knowledge in practice
- e) ensuring staff report potential hazards quickly and put in place appropriate control measures at all times.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My environment is secure and safe' (HSCS 5.17).

This area for improvement was made on 17 March 2022.

Action taken since then

Investment from the local authority had resulted in significant improvements to the fixtures and fittings in the indoor environment. Staff understood their role in undertaking risk assessments to identify and reduce any potential hazards to maintain the safe environment.

All entrances and exits that were being used were safe and secure.

An internal maintenance reporting and recording system had been introduced. Staff understood the procedure for reporting any concerns or faults, and this allowed the senior leadership team to closely monitor any repairs or alterations required.

Progress had been identified and this area for improvement was met.

Previous area for improvement 3

To consistently meet children's needs and promote their wellbeing, the provider should ensure staff work together as a team to develop a shared ethos that promotes positive outcomes for children and families. This should include, but is not limited to:

- a) developing professional and positive working relationships between the staff team, including effective teamwork

- b) implementing clear ways of communicating key messages between the staff team and other professionals
- c) setting high expectations for staff which focus on meeting children's needs consistently
- d) offering staff regular support, supervision and feedback opportunities, both individually and as a group.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My care and support is consistent and stable because people work together well' (HSCS 3.19).

This area for improvement was made on 17 March 2022.

Action taken since then

The staff team were now working well together in a professional way and had created a positive and supportive ethos. They were respectful of one another and worked very well to meet children's needs and ensure continuity of care.

Communication champions had been introduced, who provided representation for all staff to feel included in team meetings and share key messages. Staff told us they felt respected, valued and supported.

Progress had been identified and this area for improvement was met.

Previous area for improvement 4

To ensure children and families experience high-quality care which continues to improve, the provider should ensure staff understand how to meet national and local expectations for early learning and childcare and ensure that they apply their knowledge in practice. This should include, but is not limited to:

- a) staff taking the lead on aspects of self-evaluation for improvement
- b) staff being meaningfully involved in reflection and evaluation of their own practice
- c) staff using best practice guidance to improve children's experiences and outcomes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 17 March 2022.

Action taken since then

Staff had taken on lead roles to evaluate and implement changes to improve resources and opportunities available for children's play and learning. Regular meetings and team training opportunities during holidays and in-service days, supported the team to work together to understand and use best practice documents that underpin their practice. Staff could confidently discuss how their work was guided by the service improvement plan and felt included in the development of the service.

Progress had been identified and this area for improvement was met.

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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.