

South Parks Primary School Nursery Day Care of Children

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Glenrothes
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Telephone: 01592 583 456

Type of inspection:
Unannounced

Completed on:
28 November 2023

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015947

About the service

South Parks Primary School Nursery is a day care of children service in Glenrothes, Fife. It is registered to provide care to a maximum of 94 children at any one time, of whom no more than 20 may be aged two years.

The nursery occupies a wing of the primary school and comprises of three playrooms which have access to outdoor areas within the primary school grounds. The service is close to shops, parks and other amenities.

About the inspection

This was an unannounced inspection which took place on 27 November 2023 between 09:30 and 17:00 and on 28 November 2023 between 09:00 and 14:00. 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, 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
- spoke with and gathered feedback from 24 families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children experienced consistent warm and nurturing interactions which were respectful and supportive, contributing to children's level of comfort.
- Children with additional support needs were supported with appropriate strategies and staff who knew how to support them, contributing to their success.
- Children experienced a welcoming and inviting indoor environment which provided comfortable spaces to rest and relax. Outdoor areas provided lots of space which continued to be developed, increasing children's outdoor learning.
- The strong leadership and enhanced quality assurance systems were having a positive impact on improvement.

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/people, therefore we evaluated this key question as very good.

Quality indicator 1.1; Nurturing care and support

Children were warmly welcomed into the setting by staff who were accessible and supportive. Families were given time to settle children and staff took the opportunity to chat with parents. One parent told us "Induction for my child was well planned, presented and informed". This supported sharing of information, enabling children to settle quickly and become busy in their play.

Children enjoyed consistent happy and warm relationships with staff. They approached staff confidently and received appropriate praise and positive reassurance. Children who became upset at any point were quickly supported and given cuddles and reassurance. Children were recognised as individuals and spoken to and about with dignity and respect. Parents told us "the staff are brilliant". This supported children to feel emotionally secure and resulted in a positive and friendly environment for children.

Children with additional support needs were supported well. Staff were able to discuss specific strategies in place and confidently used these to support children's play and learning. They worked closely with other professionals to ensure consistency in approaches. There were clear written plans and evidence of regular review. The room overview folder supported staff's knowledge of each child's needs and enabled new or temporary staff to quickly get to know children. This ensured children's individual needs were met, supported achievement and promoted positive outcomes.

Snacks and lunches were nutritious and varied, contributing to children making healthy eating choices. Children had opportunity to be involved in the planning and preparation of snacks by choosing to be a snack monitor. They were involved in all aspects of preparing the snack and the area. This included setting the table with plants, filling jugs and writing the menu. Lunches were served in the school hall, where more appropriate seating was available, contributing to their comfort. However, the size and noise level of the hall setting for lunch distracted most children. The service should continue to reflect on the lunch time experience with a focus on promoting a relaxed and sociable mealtime.

Quality indicator 1.3; Play and learning

Children's understanding of numeracy and literacy was enhanced through specific experiences and resources. This included the literacy shed, numeracy loose parts, signage and bookbug sessions. Staff frequently sang and read to children throughout their day, fostering their language development. Most children were able to express themselves freely and fluently and engaged in conversations with their peers and adults.

Children had ownership of their learning through planning which had been adapted to achieve an improved balance between child and adult led learning. Staff were confident in reviewing planning, ensuring it identified and was responsive to children's interests. This supported children to reflect on and extend their learning, which was also seen across individual learning journals. Staff demonstrated an understanding of schematic play which supported them in interpreting younger children's actions. This could now be included within planning to meet children's needs by identifying and recording significant patterns.

Children were busy and purposeful in their play. They asked questions and were curious. Staff responded through shared interactions contributing to children's knowledge and understanding. This supported children to be appropriately stimulated and challenged. One parent told us "Our child is happy and keen to go to nursery. She speaks about staff members supporting her and the activities/skills/songs etc that she is learning".

Children's views were respected as they were regularly consulted on matters that affected them. A whole school approach to supporting rights increased consultation and participation, enabling children to feel included. Children's views were visible within floor books and mind maps. Alongside this, they were learning about their responsibilities such as carrying out recycling and using checklists. Staff were working with children on developing a children's charter and familiarising children with some of the language. This was being linked to the wellbeing indicators to support children's understanding.

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/people, therefore we evaluated this key question as very good.

Quality indicator 2.2; children experience high quality facilities

Children's personal information was stored securely and staff spoke about the importance of confidentiality. This reduced risk of personal information being wrongly shared and increased their privacy.

Children benefitted from a clean, inviting environment. Hand washing was regularly promoted, and children were able to talk about this. They had recently carried out an experiment to increase their awareness of proper hand washing. Staff were seen to be very responsive to infection control issues such as during making snacks. This supported children to remain healthy due to reduced spread of infection.

Review and reflection of playroom environments had contributed to positive improvements, increasing children's enjoyment. Rooms were welcoming with a range of resources and cosy spaces for children to rest and relax. We highlighted that loose parts materials could be added across different spaces to further increase imaginative play, such as within the house corner. The outdoor play area at the rear should continue to be developed as planned, to support children's breadth of experience.

Risk assessments were completed for all areas and contributed to a safe environment for children. Children were also actively involved in risk assessing the nursery garden which increased their awareness of potential hazards. We discussed potential risks in the garden from resources attached to the fence which could be used for climbing. Management acknowledged this as a priority area for improvement. We advised of revisiting the 'SIMOA' information on our website to support in this area.

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/people, therefore we evaluated this key question as very good.

Quality indicator 3.1; Quality assurance and improvement are led well

Children's quality of care and support was improved as a result of the reflective practice of the staff team. This was evidenced in recent changes and improvements to the planning approaches. Staff drew upon a range of best practice documents in their work when evaluating together. These supported them in continually challenging their own practice as a team and improved outcomes for children.

The strong leadership empowered staff to have confidence and motivation to make improvements. They told us they felt included in the improvement journey and had embraced support from the local authority to make required changes. Their regular involvement in self-evaluation including peer review had supported improvements in playroom environments. This built their capacity and commitment as a whole team and promoted positive outcomes for children.

The views of families were valued and invited in a variety of ways. For example, they were asked to comment on their experience of 'stay and play' which was then displayed for other parents. The 'question of the month' took a focused approach and was evaluated and used to identify improvements. This enabled families to influence practice which supported the continued improvements.

The head teacher and deputy head demonstrated and communicated a clear vision and knowledge of the nursery's strengths and aspects for improvement. They had identified accessing training and development sessions for early learning; for example, training on quality learning journals and visiting other establishments. This was enabling them to effectively support improvement through recognising best practice.

The quality assurance systems in place included regular monitoring of different aspects of practice, quality assurance floor books and auditing of systems such as accidents. These demonstrated that action required was identified, shared with staff and plans put in place for improvement.

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/people, therefore we evaluated this key question as very good.

Quality indicator 4.3; Staff deployment

Deployment of staff across the sessions was managed well, ensuring children's needs were met. Staff breaks were managed by the swap over of part time staff and additional staff in the room at lunch time. This supported the continued supervision and safety of children.

Children's continuity of care was maintained by the support given to students. Use of the national induction resource meant students were fully instructed and mentored appropriately. The student told us how supported they felt by everyone in the team. This approach enabled the student to be an effective member of the team, contributing to children's positive outcomes.

Children were closely supervised both indoors and outdoors during the inspection. Staff moved fluidly in response to where children wanted to play and used 'walkie talkies' to ensure children were accounted for. At busy times such as collection and arrival of children, staff positioned themselves near doors and gates to support children's continued safety and reduce the risk of them leaving unnoticed. We gave suggestions as to how staff could use the SIMOA elephant more effectively to support children in remaining safe.

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 ensure that children receive care and support which meets their needs, the provider should, at a minimum ensure:

- a) personal plans set out children's current needs and how they will be met, including strategies of support
- b) all staff are aware of and understand the information within the personal plans and use this to effectively meet each child's needs
- c) personal plans are regularly reviewed and updated in partnership with parents.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as my care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This area for improvement was made on 21 July 2022.

Action taken since then

Personal plans for children now clearly captured individual needs and identified specific strategies for support. Regular meetings with parents ensured these were kept under review. Staff were fully aware of this information as a result of a new folder introduced to share key information which enabled all staff to support children effectively. The service had put systems in place to ensure regular review of personal plan information. We found some inconsistency with the update of 'all about me' forms and asked the service to ensure these were dated when reviewed. This area for improvement is now met.

Previous area for improvement 2

To enable all children to be cared for in an environment that meets their needs and supports them to reach their full potential, the manager and staff should as a minimum ensure play spaces offer a range of resources and materials to effectively challenge and stimulate children and reflect their current interests and curiosities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 21 July 2022.

Action taken since then

The staff team had carried out self evaluation and peer review on their playrooms and made positive changes which increased the opportunities and challenge for children. We asked the service to continue with review of the garden for the younger children to provide more breath of opportunity. This area for improvement is now met.

Previous area for improvement 3

To improve outcomes for children, the head teacher should implement effective and robust quality assurance processes. At a minimum, they should ensure:

- a) regular, effective, and focused monitoring is carried out across the setting
- b) robust audits are developed and implemented, and any actions are addressed promptly
- c) the management team effectively monitors the work of each member of staff and the service as a whole.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state 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 21 July 2022.

Action taken since then

The senior management team had developed a number of systems to support continuous self evaluation. This included regular monitoring, audits and feedback to staff. This was having a positive impact, as evidenced by improvements in the environment, planning and staff's involvement in the improvement journey. These systems should now be embedded and kept under review to measure the impact of changes made. This area for improvement is now 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

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