

Denbeath Primary School Nursery Day Care of Children

Wall Street
Buckhaven
Leven
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Telephone: 01592 583 422

Type of inspection:
Unannounced

Completed on:
9 February 2024

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003017090

About the service

Denbeath Primary School Nursery is located in a residential area of Buckhaven, Fife. The nursery is registered to care for 24 children at any one time and offers full day funded sessions from 09:00 till 15:00. There are parks, shops and other amenities close by.

Children are cared for in a designated playroom in the school building which has direct access to its own outdoor play space. Toilets are directly accessible from the room and there is also a small kitchen area with handwashing facilities. A nappy changing room is available on the opposite side of the school.

About the inspection

This was an unannounced inspection which took place on Thursday 8 and Friday 9 February 2024. The inspection was carried out by one inspector 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 since the last inspection.

In making our evaluations of the service we:

- spent time with twenty children
- received feedback from four of their family members
- spoke with four staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children enjoyed fun, well planned play and learning experiences that were based on their interests and choices.
- Staff nurtured children through warm, caring and kind interactions that helped children to feel safe and secure, most of the time.
- Mealtimes were positive, social and relaxed with children and staff spending quality time together, building relationships and enjoying each other's company.
- The current staff team had supported children very well to develop emotional resilience in a positive and nurturing way.
- The premises should continue to be improved to provide children with a safe, clean and well-maintained setting that meets their needs.
- Consistency in leadership is needed to ensure that the improvements which have been made are sustained through meaningful quality assurance and professional discussions.
- Staffing arrangements need to be consistent and stable so that children and families can build the positive and trusting relationships needed to consistently promote positive outcomes.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

4 - Good

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

Quality indicator 1.1: Nurturing care and support

Children were generally happy and confident. They told us that they enjoyed their time at nursery. Children's laughter was heard throughout the day which showed they were having fun. Staff were calm and quiet when they spoke with children creating a welcoming space for play. This helped children to feel valued and respected. Staff always got to children's level and listened carefully to what they wanted to say. Staff also listened into children's play so that they could respond sensitively and ensure children were safe, nurtured and achieving. This included supporting children to resolve conflict and talk about their emotions. Staff had spent quality time developing children's emotional resilience and children were learning how to resolve conflict themselves. This nurturing approach also supported children to identify, name and recognise their own feelings in ways that helped them to make sense of their relationships and play experiences. There were still opportunities to improve some children's experiences in regulating their emotions. We encouraged staff to build on the strength of their trusting relationships with children to improve their confidence and apply their skills in a range of situations and challenges. This will ensure children's emotional wellbeing is positively promoted at all times.

Each child had a personal plan that helped staff to meet their needs, rights and choices. Children's allergy, medication and health needs were recorded and there were clear plans in place to meet these. This meant children received the right support at the right time to stay safe and healthy. Children also had folders that acted as records of their achievements and successes, helping them to share their learning with their families. Staff had worked closely to make improvements to the personal plans so that everyone understood what individual children needed to achieve and thrive. We discussed how these could be improved to record children's actions, emotions and words and make the plans unique to each child. This would fully respect children's right to be heard and recognise what is most important to them. Staff could also use the information they gathered from families more effectively to meet children's needs, for example, when children are settling into the nursery.

Where children needed some additional support, staff had worked with professionals to identify specific strategies that were nurturing and respectful of children's rights. This was beginning to ensure all children were achieving their potential. Staff had also used their training and development opportunities to identify a few useful strategies to meet some specific needs. So that this support is consistent and recognises a wider range of additional support needs, we asked staff to continue learning about practice that promotes equality, equity and inclusion for all children. This will ensure all children are supported to achieve their potential.

Mealtimes were positive, social and relaxed. Children were independent across the whole routine, from preparing some snacks to serving themselves to washing their own dishes. This gave children a sense of achievement and responsibility which they told us they liked. Staff sat with children when they ate, giving them quality time together to build positive relationships. Staff were warm and genuine when they spoke with children at mealtimes, listening to them carefully and responding sensitively. In addition, staff had worked closely with catering colleagues to create a routine that helped everyone understand their roles and responsibilities in a respectful way.

This meant children's experiences were calm, organised and enjoyable.

Quality indicator 1.3: Play and learning

Most children enjoyed their play and were learning new things as they explored their own ideas. Children enjoyed a good range of play experiences indoors and outdoors which helped to keep the play space calm, most of the time. One child shared a book with us, telling us about what they liked about it and what they had learned. They did this confidently, sharing their learning and talking about their favourite parts. Another child told us, "My favourite thing is the computer because I like the games." Staff encouraged children to try new things and offered children suggestions that helped them to extend their play, for example, adding in counting games or singing nursery rhymes. As a result, children had fun as they enjoyed some high quality play and learning opportunities. We encouraged staff to consider how they could add in more inclusive communication strategies so all children achieve their potential. For example, staff could build on children's knowledge of sign language to help them tell people what they need and want in play.

Staff had made considerable improvements to their planning for play and learning. Children's ideas, interests, needs and experiences were used to offer children play that motivated and excited them. Staff watched and listened to children's play to get a better understanding of their unique needs and choices. Leaders told us that they were "encouraging staff to be curious about children's play." This approach ensured that staff remained interested and excited about what they could learn from children's play. Staff recorded what they saw and heard so they could work as a team to plan meaningful play experiences for children. As a result, children's right to be heard was respected. As staff develop their planning approach, they could consider how to improve the ways children lead and influence their play. They should also carefully review and evaluate their practice so that children benefit from a planning system that is manageable so staff and children continue to spend quality time together in play.

How good is our setting?

4 - Good

We evaluated this key question as **good**, where there were important strengths which, taken together, clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Children played in a welcoming, inviting and homely environment that met their needs most of the time. Staff had carefully considered how to use the space available to offer children a good range of play and learning experiences that were fun and exciting. Children's play spaces were well presented indoors and outdoors and this encouraged them to explore and be imaginative. There were some interesting and unusual resources to choose from which helped children to be creative and curious. Children comfortably moved between indoor and outdoor play, choosing their routines based on their own wishes and interests. They had access to suitable waterproof clothing when outdoors and staff encouraged children to put these on independently. As a result, children were developing skills for life. Children were beginning to spend more time in the local area, building connections with local people and businesses. This was enhancing their play experiences and supporting them to feel included in their community. We asked staff to consider how they can consistently and frequently offer children community focussed outdoor play. This will ensure children experience the full benefits of having positive community connections.

We made a requirement at the last inspection to improve the quality of the premises, especially in toilet, nappy changing and food areas. The flooring in children's play spaces had been replaced to make it fully safe and reduce the risk of trips, slips and falls. Staff had made the nappy changing facilities more inviting and welcoming so children felt more relaxed and comfortable during this routine.

Some changes had been made to other parts of the play space which had improved the overall look and feel of the setting. This included several examples of children's own work and photos. This helped children to feel valued and respected. Some parts of the requirement we made had not yet been met, for example, surfaces in the toilets were difficult to clean and maintain. However, we assessed that there had been a significant improvement to reduce risk and promote positive outcomes. Therefore, we found that the requirement has been met. More information on this can be found under 'What the service has done to meet any requirements we made at or since the last inspection' later in this report. We have made an area for improvement to address the unmet elements. **See area for improvement one.**

The setting was mostly clean and well-maintained because children and staff worked together to keep the play space clean and tidy. Children were encouraged to sweep up sand if they spilled it and wipe tables when they were finished eating. This helped everyone to respect each other and be responsible for keeping each other safe and healthy. Some children were not consistently encouraged to wash their hands or wipe their faces after mealtimes and this increased the risk of the spread of infection. We asked staff to revisit best practice in supporting children's personal care routines. This will help children to take care of themselves and develop a positive sense of self-esteem.

Staff were currently reviewing their risk assessments and this included offering children play experiences that helped them to understand how to keep themselves safe. There were plans to include children in assessing risk so that they could recognise if and when they needed to change their play to stay safe. We discussed how staff could improve their risk assessments to state the benefits of risky play, to specifically recognise higher risk aspects of play and to use nurturing language that respects children's rights. This will ensure there is a full and accurate way to assess any risks to children so that appropriate measures can be implemented.

Areas for improvement

1. To keep children safe and healthy, the provider should ensure that the premises is fully safe and fit for purpose. This should include, but is not limited to children's toilets, nappy changing spaces and food preparation areas.

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 is to ensure staff skills and knowledge is consistent with the Scottish Government document, 'Space to Grow: Design guidance for early learning and childcare and out of school care settings.'

How good is our leadership?**3 - Adequate**

We evaluated this key question as **adequate**, where strengths only just outweighed weaknesses.

Quality indicator 3.1: Quality assurance and improvement are led well

Children, families and staff had been included in developing a clear vision alongside positive values and aims for everyone to aspire to. Leaders had used best practice guidance and relevant quality frameworks to ensure everyone understood what high quality care, play and learning would look like for children on a daily basis. There was a strong focus on nurturing children, respecting their rights and promoting learning through play.

Children were able to say what they did to contribute to the values that had been chosen, including being kind to friends and helping other people. Families were beginning to spend more time in the service through organised sessions that helped them to feel respected and included. This also helped to create a community where there were shared ideas of what children needed to thrive. As this family involvement develops, staff may wish to consider how they promote the benefits to families in ways that keeps attendance high and maintains the motivation of families to stay involved. This will promote an inclusive, welcoming and respectful environment for everyone.

The provider had offered the service intensive support to improve children's experiences since the last inspection. Additional people had been allocated so that improvements were made in a manageable and swift manner. As a result, there had been some positive changes to children's care, play and learning. Staff had been encouraged to visit other early learning and childcare settings to gather new ideas and have professional discussions with other practitioners. Staff had used this learning effectively to start understanding what was best for their own children and implement change. Some good systems had been developed to include staff in reflecting on their own practice as a team, with the direction of knowledgeable and experienced professionals. This had improved children's experiences over time. This progress also meant that the service had met the requirement we made at the last inspection, as well as seven areas for improvement. Staff should now be offered more focussed discussions about their individual practice, recognising their strengths and identifying what their learning needs are, in line with the vision, values and aims of the service. In addition, they should be encouraged to lead on improvements themselves so that a culture of continuous improvement is sustained when additional people are re-deployed.

Children experienced a smooth and mostly consistent daily routine, because a knowledgeable and experienced leader had been implemented to have an oversight throughout the day. This added structure and support for staff that helped them to reflect on their own practice through effective role modelling. Leaders who supported the service were positive role models of high quality, nurturing care, play and learning that promotes positive outcomes for children. There was still some uncertainty about the ongoing arrangements for leadership in the nursery. The permanent lead officer was absent and a temporary replacement had been identified by the end of the inspection. There had been three headteachers in the last few months, however, the permanent headteacher had returned. Some aspects of quality assurance had not been completed and systems to self-evaluate were still in the early stages of being implemented. Children, families and staff need consistency and stability in leadership to ensure the improvements made to children's experiences are sustained.

We made two areas for improvement at the last inspection under this key question. As a result of our findings, we have assessed that these areas for improvement have not been met and they will remain in place. These will address the improvements identified at this inspection. More information on this can be found under 'What the service has done to meet any areas for improvement we made at or since the last inspection'.

How good is our staff team?

3 - Adequate

We found that improvements needed to be made by building on strengths to consistently promote positive outcomes for children. Therefore, we evaluated this key question as **adequate**.

Quality indicator 4.3: Staff deployment

Staff worked well together throughout the day to meet children's needs. They had established a consistent routine for children that everyone understood. Staff spoke to each other frequently to remain flexible and move into important spaces that meant children experienced the right support at the right time. This included when families were dropping off and picking up children each day. Staff ensured children were well supervised so they were safe and accounted for at all times. They also deployed themselves to ensure children experienced a good variety of play experiences indoors and outdoors almost all of the time. This included offering one to one support to children when they needed it, for example, if they were upset or if they wanted help to learn something new. Staff felt they worked well as a team and families told us they were confident that their children were well cared for. One child told us that they liked spending time with staff and that they were kind to them. This positive daily routine for deployment was meeting children's needs, rights and choices. We made an area for improvement relating to staff communication and teamwork at the last inspection. We have assessed that this area for improvement has been met. More information on this can be found under 'What the service has done to meet any areas for improvement we made at or since the last inspection'.

The current staff team had built positive relationships with children and families. This was promoting positive outcomes for children and helping families to feel included and confident in their child's care. Some staff working in the service had been deployed to provide intensive support for a short time. There was also a high level of staff absence due to circumstances outwith the service's control. As a result, temporary supply staff were being used regularly to maintain ratios. There was a good induction in place which helped temporary staff to implement the vision and values of the service. While children were usually familiar with any temporary staff used, there were limited opportunities for children and families to build strong and trusting relationships with the whole staff team. This instability also represented a risk to sustaining the improvements that had been made since the last inspection. We made a second area for improvement at the last inspection about staff deployment to offer children good quality, individualised support. We were not yet confident that staff deployment fully met children's needs, rights and wishes, as outlined above. Therefore, this area for improvement has not been met and remains in place. More information on this can be found under 'What the service has done to meet any areas for improvement we made at or since the last inspection'.

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

Requirements

Requirement 1

By 31 August 2023, the provider must ensure that the premises is safe and fit for purpose. This must include, but is not limited to:

- a) providing safe flooring
- b) providing a clean and safe nappy changing area, free from unpleasant smells
- c) providing toilets which can be cleaned effectively to reduce the risk of the spread of infection.

This is to comply with Regulation 10(1)(a)(d) (Fitness of premises) of The Social Care and Social Work Improvement Scotland (Requirements of Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"My environment is secure and safe" (HSCS 5.17).

This requirement was made on 27 February 2023.

Action taken on previous requirement

The provider had worked with the service to make several improvements to the premises. New flooring had been installed in the playroom to reduce the risk of slips, trips and falls. The nappy changing space was now more welcoming and staff had put in place organised storage that reduced the risk of the spread of infection. Toilets were mostly clean and some surfaces had been painted to ensure these could be cleaned effectively. There were still some surfaces in the toilets which were difficult to clean and maintain. We have addressed this under key question 2, 'How good is our setting?'

There was a plan in place to refurbish the nursery, including replacing kitchen units and creating a new nappy changing facility at the same time as replacing the current toilets. This will further improve children's experiences and reduce the risk of the spread of infection. We were confident that good progress had been made to reduce risk and, therefore, the requirement has been met in the most part. We have made a new area for improvement under key question 2, 'How good is our setting?' to address the unmet elements.

Met - outwith timescales

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 meet children's needs and support them to achieve their full potential, the provider should train staff in relevant best practice and research on child development and support them to implement this in practice. This should include, but is not limited to:

- a) child protection
- b) nurture approaches
- c) equality, equity and inclusion
- d) supporting children with additional support needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14).

This area for improvement was made on 27 February 2023.

Action taken since then

Staff had taken part in training on each of the areas identified at the last inspection. They were confident in child protection procedures and there was an inclusive and nurturing ethos around children and their individual needs. Staff used their learning on nurturing approaches to respond sensitively and appropriately to their actions, emotions and words. Children were able to talk about their emotions and relate this to things that were happening in their lives. This was supporting them to be resilient and promoted a place where everyone cared for each other. Some staff had been included in specific training about supporting children who needed some additional support to achieve their potential.

We encouraged staff to continue their learning and development in equality, equity and inclusion in line with the nurturing ethos which had been developed. We were confident that almost all children were being supported sensitively to achieve their potential which showed the impact of staff training in practice.

This area for improvement has been met.

Previous area for improvement 2

To keep children safe and healthy, the provider should ensure staff implement best practice in administering medication. This should include, but is not limited to:

- a) reviewing children's medication needs at least once a term or every three months
- b) detailing signs and symptoms to administer medication on children's care plans.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty" (HSCS 3.18).

This is to ensure staff knowledge and practice is in line with the Care Inspectorate document 'Management of medication in daycare of children and childminding services.'

This area for improvement was made on 27 February 2023.

Action taken since then

Children's medication needs were being met because staff had implemented best practice guidance. Staff checked medication each term and families were asked about any changes to children's needs at this time. There were clear plans in place to ensure everyone understood how to meet children's health needs, including when they needed medication. This included details of any signs or symptoms that may suggest children needed their medication to remain healthy. As a result, we were confident that children would receive the right support at the right time to keep them safe and healthy.

This area for improvement has been met.

Previous area for improvement 3

To support children to achieve their full potential, the provider should ensure staff plan and provide challenging, individualised play experiences through effective observation, assessment and planning. This should include, but is not limited to, improving child led planning approaches and making connections with the local community.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential" (HSCS 1.6).

This area for improvement was made on 27 February 2023.

Action taken since then

Children's needs, rights and choices were used to plan their play and learning, most of the time. Staff observed children's play and took time to record this and share it with the team in their protected planning time. When they felt learning was significant, there was a focus on extending and enhancing children's play and learning to help them develop skills for life. As a result of the increased understanding of staff in observing children's play to inform their work, children were beginning to lead their own play and learning. Staff recognised that there were further ways they could improve their planning to support children and families to fully influence play and challenge children's thinking. They also had plans to continue increasing their connections to the local community to enhance children's play experiences. We found that almost all children were enjoying play and learning which was child-led and met their needs.

This area for improvement has been met.

Previous area for improvement 4

To ensure children have fun as they experience high quality play and learning, the provider should implement clear, shared and proactive strategies to support children in resolving conflict. This should include, but is not limited to, building children's emotional resilience and using restorative approaches in play.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I am enabled to resolve conflict, agree rules and build positive relationships with other people as much as I can" (HSCS 2.15).

This area for improvement was made on 27 February 2023.

Action taken since then

Almost all children had developed emotional resilience so they could enjoy their play and learning together. Staff had implemented a 'Fix It Folder' that was used in nursery and in the school to offer a consistent approach that helped children to resolve conflict independently. The approach promoted compassion and supported children to understand each other's ways of communicating. Children had also been given consistent and engaging support to name their emotions using stories, puppets and sensitive time with staff to learn these new skills. As a result, there was a calm and purposeful environment for children to play in where there were agreed expectations about how people treated each other.

This area for improvement has been met.

Previous area for improvement 5

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) repairing and/or replacing worn and tired furniture, fixtures and fittings
- c) having clear, flexible roles and responsibilities for staff in maintaining the cleanliness of the nursery throughout the day and between sessions.

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 27 February 2023.

Action taken since then

Children played in a mostly clean and well-maintained environment that helped them to stay safe and healthy. Staff kept toilets and food spaces clean and tidy and children were encouraged to help them. Most furniture was in good condition and there were plans to refurbish fixtures and fittings such as the kitchen units and toilet spaces.

Staff worked well together to share key tasks around infection prevention and control, including cleanliness and the safety of resources. This included protected time to check their 'core provision' so equipment could be repaired or replaced when this was needed. As a result, children were being supported to remain safe and healthy through the reduced risk of the spread of infection.

This area for improvement has been met.

Previous area for improvement 6

To offer children developmentally appropriate spaces that promote rich and meaningful play, the provider should improve the safety, quality and volume of resources available in the nursery.

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 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 27 February 2023.

Action taken since then

Children played with a good variety of equipment and resources that offered them opportunities to be creative, curious and imaginative. Staff had worked closely with the development officer to create a welcoming and inviting play space with interesting objects that kept children excited and happy in their play. Children had fun both indoors and outdoors, using these spaces creatively to explore their own ideas. Staff were vigilant when assessing whether resources were safe without compromising the amount of resources available to keep children engaged. As a result, children played in developmentally appropriate spaces that promoted rich and meaningful play.

This area for improvement has been met.

Previous area for improvement 7

To provide continuity and consistency of care, play and learning for children, the provider should facilitate professional discussions with staff, children and families about their shared vision, values and aims.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11).

This area for improvement was made on 27 February 2023.

Action taken since then

Staff met regularly to discuss individual children's needs and understand how to improve care, play and learning. This was led by the development officer who had been deployed into the service by the provider to drive improvement and support staff development. Leaders had been involved in these professional discussions, alongside visiting professionals to offer constructive feedback that helped staff to improve. Staff, children and families had been included in defining the vision, values and aims of the school based on best practice and relevant quality frameworks. This helped everyone to understand what good quality care, play and learning looked and felt like for children.

While there had been good progress to promote professional dialogue, there had been several changes in staffing and leadership. This meant that some parts of the approach had not been sustained over this period of change. Children need consistency in the team who support them to experience positive outcomes and staff should have opportunities to discuss their own individual learning and development through professional development reviews.

This area for improvement has not been met and remains in place.

Previous area for improvement 8

To ensure there is sustained improvement of children's experiences, the provider should review the oversight and governance arrangements for the nursery. This should include, but is not limited to, providing appropriate leadership on a daily basis.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I use a service and organisation that are well led and managed" (HSCS 4.23).

This area for improvement was made on 27 February 2023.

Action taken since then

Children's experiences were improving because there had been significant support from the provider to provide leadership on a daily basis. Staff worked well as a team and had clear roles and responsibilities because there was a leader who maintained good oversight of children's daily routine and any changes that were needed to be flexible.

Leaders had also been involved in longer term improvements that promoted positive outcomes for children through nurturing, responsive approaches to care, play and learning. This intensive support had been implemented to ensure improvements were made swiftly. This was a temporary measure until there was a sustained improvement and there was still some uncertainty around who would lead the day to day running of the nursery beyond this time. The provider told us there would be a carefully planned transition when this intensive support was being reduced over time. Whilst the headteacher took overall responsibility, they had other roles in the school to consider. There had also been some instability in the leadership team over the last year which represented a risk to sustained improvement.

While good progress had been made, there were still opportunities to ensure there is a stable and consistent approach to the oversight and governance arrangements for the nursery.

This area for improvement has not been met and remains in place.

Previous area for improvement 9

To keep children safe and promote positive outcomes, the provider should ensure staff develop communication and teamwork skills. This should include, but is not limited to, ensuring children are well-supervised and having clear roles and responsibilities in meeting children's individual needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I experience a warm atmosphere because people have good working relationships" (HSCS 3.7).

This area for improvement was made on 27 February 2023.

Action taken since then

Staff communicated well with each other throughout the day to meet children's needs, most of the time. Although there was some instability in staffing due to absence, supply staff were offered a clear induction to understand children's needs as well as daily routines. Their induction also included a focus on the vision, values and aims which helped them to offer children consistently nurturing approaches to care, play and learning. Staff were respectful to each other and worked flexibly to share roles and responsibilities throughout the day. This flexibility was focussed on ensuring children received the right support at the right time to meet their needs. Children were well-supervised both indoors and outdoors. This included when children were arriving and being picked up at the end of the day. As a result, children were safe, healthy and accounted for at all times. We recognised that sufficient progress had been made to keep children safe and promote positive outcomes most of the time.

This area for improvement has been met.

Previous area for improvement 10

To meet children's needs, rights and wishes, the provider should ensure staff are deployed so that they can provide individualised support for all children in a flexible way.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"My care and support is consistent and stable because people work together well" (HSCS 3.19).

This area for improvement was made on 27 February 2023.

Action taken since then

Staff were deployed to meet children's needs most of the time, including supporting individuals who needed some additional support to achieve their potential. Some children had built strong relationships with staff because they spent quality time together building trust and respect. Some of these staff members were temporary and there was a need to ensure that there was consistency in the team to fully meet children's needs, rights and choices. Although leaders aimed to ensure temporary staff were familiar to children, this instability compromised the consistency and continuity of relationships with children and families that promote positive outcomes. In addition, because some staff were working with children on a temporary basis, there was a risk that the improvements made to children's experiences would not be sustained over time.

This area for improvement has not been met and remains in place.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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