

# Fair Isle Family Nurture Centre Day Care of Children

Fair Isle Road  
Kirkcaldy  
KY2 6EG

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**Type of inspection:**  
Unannounced

**Completed on:**  
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**Service provided by:**  
Fife Council

**Service provider number:**  
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**Service no:**  
CS2003015930

## About the service

Fair Isle Family Nurture Centre is a daycare of children service located in a residential area of Kirkcaldy, Fife. The service is registered to provide a care service to a maximum of 170 children at any one time from age 0 to an age to attend primary school. No more than 135 children can be aged 3 years to an age to attend primary school and no more than 35 children can be aged 0 to 3 years.

There is one building on Fair Isle Road which has three playrooms, one for under threes and two for children aged three to not yet attending primary school. The toilets and nappy changing facilities are easily accessible from each room. Children also have direct access to the outdoor space. Children attend between 09:00 and 15:00 in this building. There are additional breakout spaces such as a sensory room, library space and quiet area for children to play in. There is also a large meeting space which is used for the family learning programme as well as other meetings.

Included in the registration is a second building which is classed as a dispersed service. It is located on Appin Crescent, within walking distance of the Fair Isle Road building. It is registered to provide a care service to a maximum of 79 children at any one time from age 2 years to an age to attend primary school. The outdoor space is included as part of the space requirements, which means children must have access to the outdoor play space at all times. Children can access the outdoor space directly from each playroom. There are three playrooms in this building alongside some breakout spaces, including a sensory room and dining space. One playroom is for under threes and offers morning and afternoon sessions. The other two playrooms are for children aged three to not yet attending primary school. One room offers a 09:00 to 15:00 session and the other offers morning and afternoon sessions as well as full days between 08:00 and 18:00. There are also toilets and nappy changing facilities which are directly accessible from each room.

## About the inspection

This was an unannounced inspection which took place on Tuesday 5 and Wednesday 6 March 2024. 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 since the last inspection.

In making our evaluations of the service we:

- spent time with 130 children
- received feedback from 21 of their family members
- spoke with 24 staff and three members of the senior leadership team
- spoke with a representative from the local authority
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were happy, confident and settled because staff sensitively responded to their needs, rights and choices.
- Children experienced high quality care, play and learning that helped them to achieve their potential through very good personal planning.
- Families were very happy with their children's experiences as well as the guidance they received from staff to promote their own wellbeing.
- The setting was homely, comfortable and nurturing while also being mostly safe, clean and well-maintained.
- Leaders empowered staff to respect and implement the shared vision, values and aims of the service which had been created collaboratively with children, families and the community.
- Staff were committed, dedicated and passionate about promoting positive outcomes and took responsibility in making changes that improved children's experiences.
- Staff worked very well as a team to meet children's needs by respecting their choices and rights.
- The toilets in the older building could be improved to meet the high standards set in other parts of the premises and reduce the risk of the spread of infection.
- There were opportunities to improve experiences for children through careful planning of staff deployment and ensuring consistently high quality interactions across the team.

## 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 that 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**.

### Quality indicator 1.1: Nurturing care and support

Children were offered warm, caring and nurturing support from staff who treated them with compassion, respect and love. Staff were sensitive to children's actions, emotions and words. This helped them to respond sensitively to their needs, rights and choices. When children's needs changed, staff responded quickly. They worked closely with families to understand what support they could offer to promote positive outcomes. Almost all children enjoyed warm and compassionate interactions with staff that respected their right to be heard and met their needs. We encouraged leaders to ensure that all staff use this approach consistently and confidently, especially where children do not yet have language to communicate their needs. We identified that some interactions between children and staff could be improved and leaders had plans in place to achieve this.

Children's personal care routines respected their rights and supported them to build confidence and self-esteem. For example, we heard laughter and singing during nappy changing routines to help the child feel safe. Children were also actively encouraged to wipe their faces and change clothes when they needed this. As a result, children's confidence and self-esteem was supported from an early age.

There were strong and trusting relationships with families because of the extensive programme of support staff offered to them. Children, families and staff enjoyed planned play and learning sessions together. Families told us they valued these experiences in promoting their own wellbeing. When families needed some additional support, staff responded quickly and sensitively. Their established relationships with a wide range of professionals helped them plan and implement supports that built resilience in families. Staff used both verbal and non-verbal communication strategies to include children and families. For example, newsletters included videos and 'Boardmaker' symbols were used in play and in some paperwork. We suggested that including 'Boardmaker' symbols in floor books and learning folders would help children revisit their learning. This would offer an even more inclusive experience for all children and families.

Children experienced individual, carefully planned care and support because staff had very good personal planning approaches in place to meet their needs. They used a wide range of tools to support children's overall wellbeing. As a result, children were safe, healthy and achieving. This included very good systems for managing children's medical and allergy needs so they received the right support at the right time. Staff were sensitive when there were significant changes in children's lives and acted quickly to amend personal plans. We also found that children's personal plans were effective working documents that celebrated children's success, showing them love and respect. We asked staff to carefully consider the language used in plans so it consistently promotes their nurturing approach. This will ensure all children and families feel respected and included.

Children enjoyed social, relaxed and unhurried mealtimes that staff had planned carefully to meet their needs, rights and choices. Staff had worked together and with colleagues to create a calm, welcoming and safe experience. Children were independent at mealtimes, washing their hands, preparing snacks, serving their own food and helping their friends. This encouraged them to develop positive relationships with food as well as skills for life. When eating, we saw children and staff enjoying each other's company.

They had genuine and warm discussions that helped them get to know each other. This experience helped to nurture children's needs and respect their rights sensitively and compassionately.

### Quality indicator 1.3: Play and learning

Children enjoyed fun and exciting play that helped them to learn new skills, solve problems and explore their own capabilities. They were given time and space to find solutions for themselves, alongside sensitive support from staff that helped them to extend their learning. For example, children enjoyed risky play, climbing trees and enjoying woodwork. Staff worked alongside children to explain risk and help them understand how to keep themselves safe. Staff made very good use of the local community to extend children's play and learning. They visited local businesses and explored natural spaces such as the woods and the beach. This helped children to build connections with their community through meaningful experiences. As a result of these creative opportunities, there was consistently a calm and purposeful environment that supported children to achieve their potential.

Children's needs, rights and choices were at the heart of how staff planned play and learning. Most staff had a very good understanding of child development. They used best practice, theory and research to offer high quality play and learning that promoted positive outcomes. As a team, staff shared what they had seen and heard in play to make meaningful decisions about what they wanted children to experience. They understood that these observations were an important tool to offer high quality play experiences. Children's literacy and numeracy skills were particularly well supported because staff had focussed on developing this aspect of children's experiences. As a result, children were making very good progress in their learning in these areas. A new approach to planning with a significant focus on developmental milestones was being introduced for children aged under three. We asked staff to think carefully about how this approach respects each child's unique learning experience. We encouraged them to re-visit best practice for infants and toddlers, so they experience play that meets their needs and respects their capabilities.

### How good is our setting?

**5 - Very Good**

We evaluated this key question as **very good**, where major strengths supported positive outcomes for children and there were very few areas for improvement.

### Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a homely, comfortable and nurturing setting that was planned carefully to meet their needs. There were lots of cosy spaces for children to rest, relax and be comforted by staff when they needed this. As a result of the homely touches staff had introduced to the space, children were nurtured through their daily experiences. There was clear evidence that children and families felt a close connection to the nursery through their comments and discussions with staff each day.

Children's play spaces were interesting, welcoming and encouraged children to be curious, imaginative and creative. The resources available had been selected carefully to offer high quality play experiences. They encouraged children's problem solving skills as they had fun through play. Their learning was shared on displays and in floorbooks which helped children feel respected, included and valued. Staff made very good use of the breakout spaces available to meet children's individual needs. They offered sensory play experiences as well as more targeted learning opportunities that impacted positively on children's progress. It was clear that children's interests and choices influenced how the setting was presented and planned to meet their needs. Children chose where they wanted to play throughout the day. Staff responded to children's cues, respecting their right to be heard and influence their own play.

This included having the choice to play both indoors and outdoors when they wanted. Staff wanted to further develop the outdoor spaces so it broadened children's play experiences. We agreed that this would offer children further valuable opportunities to explore their capabilities and extend their learning.

The premises were mostly clean, safe and well-maintained. Staff and children worked together to remove risks that might be posed by slip and trip hazards. For example, staff encouraged children to help them clear away spills at snack and sweep up sand in the playrooms. Children clearly enjoyed being offered this level of responsibility that also helped them to develop skills for life. Infection prevention and control measures were well managed by staff. This helped everyone to respect the setting in ways that kept children safe and healthy. We discussed with the provider that the toilets in the older building could be improved. Staff were mindful of this and maintained these to a high standard, where they could. However, some surfaces could not be cleaned effectively and toilet seats needed to be replaced. The provider was aware of this and there was a plan in place to improve these as part of the maintenance plan for the local authority. We were confident that this planned work would provide a fully safe environment for children.

Staff and children worked together to assess risk. Staff approached risk in a positive and enabling way which respected children's rights and challenged their capabilities. As a result, children enjoyed fun, exciting and safe experiences that recognised their developing confidence and skills. Staff had developed appropriate risk assessments for the setting and for visits to the local community. They recognised the most significant hazards posed to children alongside the measures in place to protect them from harm. This included individual risk assessments for children who needed some additional support to feel included in this type of play. We discussed how these could be further improved to offer specific strategies that meet children's needs in particular circumstances. This would ensure everyone understands how to keep children safe in an accessible way.

## How good is our leadership?

**5 - Very Good**

We made an evaluation of **very good** for this key question. There was a culture of continuous improvement that impacted positively on children's outcomes and practice does not require significant adjustment.

### Quality indicator 3.1: Quality assurance and improvement are led well

Children, families, staff and the community had been fully included in developing the vision, values and aims of the service. They were easy to understand and we saw staff using them in their everyday work. There was a clear focus on offering children experiences that helped them to thrive and flourish, while in the nursery and beyond. Staff respected the views, opinions and needs of the local community alongside the children and families they cared for. They regularly consulted people who were involved in the service so that they had a wide range of information for self-evaluation. They understood what they do well, how they knew they were promoting positive outcomes and what they could change in the future. Children and families were also supported by a very good network of professionals who were invited to be part of nursery life. Staff shared ideas with them to build nurturing relationships that promoted consistency and continuity for children. As a result of this shared approach, children were consistently experiencing nurture, respect, achievement, independence, safety and equity.

Staff had high aspirations for children and families, alongside a passion to offer them the best quality experiences possible. Children's experiences were consistently improving because staff responsibly led on their own improvement projects that were informed by children's needs, rights and choices. They used best practice guidance, theory and research to create change that promoted positive outcomes for children. Staff were professional and reflective, speaking confidently about how they evaluated their work as a team.

They recognised their responsibilities in bringing about positive change. This included presenting their learning to other settings so that they could share their knowledge more widely. There were very good quality assurance and self-evaluation strategies in place to ensure any improvements were sustained and maintained. As a result, we were confident that there was a strong culture of continuous improvement across the whole team. We encouraged leaders to continue building on the types of observations, strategies and feedback methods they use. This will broaden their understanding of how to tailor care, play and learning to children's needs, rights and choices.

## How good is our staff team?

**5 - Very Good**

We evaluated this key question as **very good**, where significant strengths promoted positive outcomes for children.

### Quality indicator 4.3: Staff deployment

Children were well cared for consistently across the day because staff worked well together. Staff prioritised spending quality time with children and communicated well throughout the day to ensure they were safe and accounted for at all times. This included ensuring that children were able to influence and lead their own play experiences. Families had several opportunities to have meaningful discussions with staff. For example, when they dropped off their children and picked them up each day. Staff managed this routine very well so that they could keep children safe while building strong relationships with families. They understood that these discussions offered them important information to help them promote positive outcomes for children and their families.

There was a very good mix of knowledge and experience across the team and staffing was carefully planned to maximise their skills. This meant children's needs were met by the right people at the right time. Staff used their time away from children effectively to have meaningful discussions about meeting their individual needs, rights and choices. The skilled and experienced seniors had a very good oversight of daily routines and how staff met children's needs. They were respectful and supportive of staff while acting as strong members of the leadership team. As a result, staff deployment was planned to ensure high quality outcomes for children.

Leaders ensured that staffing was planned in ways that supported consistency and continuity of care as much as possible. There had been periods of absence for some staff which had impacted on the consistency in the team. We found that staff were solution focussed and positive about how this had been managed. There were times when staff needed to provide cover in other rooms so children consistently experienced high quality support. We asked leaders to ensure that all staff fully understand why these decisions have been made so they feel fully included and respected. We also encouraged them to reflect on how staff are deployed to promote consistency and continuity for the youngest children. This would ensure they can build strong attachments because there are limited transitions in staffing across the day.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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