

Pitteuchar West Primary School Nursery Day Care of Children

Inveraray Avenue
Glenrothes
KY7 4QL

Telephone: 01592 583 453

Type of inspection:
Unannounced

Completed on:
21 March 2024

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003042397

About the service

Pitteuchar West Primary School Nursery is located in a residential area in Glenrothes, Fife. They are registered to provide a care service to a maximum of 38 children, aged between three years and an age to attend primary school.

The service is located close to shops and local amenities. Children had access to a large playroom, toilets and an enclosed garden.

About the inspection

This was an unannounced inspection which took place on Thursday 22 March 2024 between 08:30 and 17:45. 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 the children using the service
- spoke or received feedback from 10 family members
- spoke with staff members and management
- spoke with one visiting professional
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced nurturing care and support from compassionate staff members.
- Positive relationships had been developed and maintained with families, providing positive outcomes for children.
- Children's play was valued and respected, supporting them to reach their full potential.
- Passionate and committed leadership was driving forward improvements in the setting.
- Regular access to outdoor spaces supported children to develop an active lifestyle and learn how to manage risk effectively.
- Staff deployment should be further considered to ensure effective supervision and quality interactions with 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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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 quality indicator as good, where several strengths impacted positively on children's outcomes and clearly outweighed areas for improvement.

Quality Indicator 1.1 - Nurturing care and support

Children experienced nurturing and compassionate care from a dedicated staff team. Interactions between children and staff were respectful, supporting children to feel safe and well cared for. Staff gave cuddles to children when they asked for them and responded to their individual ques. One parent told us, "In my opinion, the service is perfect". This showed that children and families were valued and respected.

All children had personal plans in place which highlighted their likes, dislikes and any individual supports. All families that we spoke with felt involved in their child's care. We suggested that the service further develop these plans to ensure that children are meaningfully involved and their voice is valued within them. This would ensure that children continue to experience care that is tailored to their individual needs.

There were areas available for children to rest during their session. Homely, quiet spaces throughout the setting supported children's emotional well-being. Staff told us how they had developed these spaces to ensure that all children's individual needs were being met. This meant that children's emotional well-being was well supported.

Mealtimes were a positive, mostly social experience for children. Menus were well planned and nutritionally balanced. Children chose when and where they wanted to have snack. Some children chose to have snack outside. This meant that children's choices were respected and they continued to benefit from uninterrupted play.

At times, there were not always staff available at the snack area to engage in social interactions with children. We suggested the service continue to develop this experience to ensure staff are available to supervise or take part in conversations with children.

Systems for recording medication were in place, including parental permissions, storage information and records of administration. Medications were reviewed regularly and stored appropriately. This meant children's individual medical needs were fully considered.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Quality Indicator 1.3 - Play and learning

Children were meaningfully engaged in their play throughout the entire session. They were confident to move around the play spaces freely. This showed us children felt safe and secure in the setting.

Children explored happily, confidently and had fun as they engaged in their play. They chose where they would like to play, as free flow play to the outside area was available through the whole session. A wide range of resources and quality experiences supported children to be meaningfully and actively involved in their learning.

Staff skilfully listened to children and responded quickly and calmly to their individual needs and requests. Staff interacted with children at their level and always used a calm, reassuring voice. As a result, children were supported very well to communicate and express their needs and emotions. This demonstrated to children that they mattered and promoted their sense of security and belonging.

Interactions with children were responsive and staff used effective questioning to support children in their learning. Meaningful wall displays celebrated children's work. A recent interest in pirates was highlighted with children's words, thoughts and creations. This allowed children to reflect on their experiences with their families and peers.

Language, literacy, and numeracy experiences were woven throughout the play space. For example, children explored stories together in the story corner and had opportunities to mark make. Staff knew children very well. They had regular discussions regarding their individual learning and next steps. As a result, children were supported to reach their full potential.

Children had regular trips in the local community. Such as visits to the local care home. One parent told us, "I love how they interact with the wider community. They do as much as they can in the short sessions". Children told us that they really enjoyed their time out on walks and going to the shops. This supported children to be a meaningful part of the local community.

How good is our setting?

4 - Good

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

Quality Indicator 2.2 - Children experience high quality facilities

The entrance to the nursery gave a strong message to children and families that they matter. Information regarding the service was displayed and families received a warm welcome. One parent told us, "It's very welcoming and homely, it has a lot to offer". As a result, families were a meaningful part of the service.

A wide range of resources and experiences were available throughout the session. Loose parts were effectively used to develop children's creative thinking. For example, in the block area children spent a significant amount of time building large creations. Staff extended their learning through effective questioning. This supported children to develop their creative thinking and problem-solving skills.

Staff highlighted the indoor environment as an area they were developing. They had worked hard to develop a homely, relaxing space. Low lighting with lamps and natural colours provided calming spaces for children. We suggested the service further consider the layout of furniture in the setting to ensure it is not cluttered. This would allow children to move freely throughout the space and benefit from a rich play and learning environment.

The outdoor garden areas provided welcoming, interesting and exciting spaces for children to explore. Children told us that they loved going to the learning garden. They played in the mud, climbed trees and rode bikes down a large muddy hill. Children were laughing and playing happily in all outdoor spaces. This showed children were having fun in meaningful play.

Regularly reviewed risk assessments were in place, which effectively highlighted most hazards and actions to minimise potential risks to children and staff. Children benefitted from real life experiences that supported risk benefit such as using real tools and making campfires in the wooded area. This helped children to understand risk and how to keep themselves safe.

The risk assessment for children to go to the learning garden was not clear. This meant that appropriate mitigations were not in place for children as they walked across the car park. To ensure children are safe, the setting should develop and implement a clear risk assessment for how children go the learning garden and how this is communicated with staff (**see area for improvement 1**).

Infection prevention and control practices were mostly embedded across the service. Children and staff were seen washing their hands, in line with good practice. Some areas in the toilets should be further considered to ensure they are free from clutter and easily cleaned. The service shared with us that they have plans to refurbish the nursery this summer to address this area. We encouraged the service to continue with their plans. This would ensure that the risk for potential spread of infection is minimised.

Areas for improvement

1. To ensure children's safety and wellbeing is not compromised, the provider should ensure risk assessments appropriately identify hazards and mitigations are in place to minimise risk effectively.

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).

How good is our leadership?

4 - Good

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

Quality Indicator 3.1 - Quality assurance and improvement are led well

Children and families experienced a welcoming, warm and inclusive ethos that valued them as partners. Staff valued children and their whole extended family, including grandparents and other family members. This gave families the opportunity to be part of the setting.

Management and staff promoted a shared vision for the setting that provided a caring, supportive learning environment that put children at the heart. This ensured positive outcomes for children.

Passionate and committed leadership was leading to improved outcomes for children. Leadership opportunities were shared throughout the team. Staff shared they felt well supported in their roles by leaders within the service. Staff spoke confidently about the impact their roles had on experiences for children. For example, one staff member shared their development of learning walls in the service and the positive impact this had on children. This was supporting the development of a shared leadership approach.

The current improvement plan was targeted and focused on outcomes for children. One priority was to share good practice with other local nurseries to improve their literacy provision. It was evident that aspects of this priority had been actioned and was leading to improved outcomes for children. This meant children benefitted from a setting that continued to improve.

Quality assurance and self-evaluation processes were in place and were mostly effective. Children's learning journals were monitored regularly and staff took part in reviews yearly. Self-evaluation processes of the service were not always effective in highlighting areas to improve. We shared this with the service who agreed to evaluate their approach to self evaluation. This would further ensure children continue to experience high quality care.

The Care Inspectorate had not always received notifications from the service regarding significant events. The service should ensure that notifications should be made of significant events such as accidents or incidents that have resulted in further medical treatment. This would ensure that children's health and safety has been fully considered (**see area for improvement 1**).

Areas for improvement

1. To support the health, safety and wellbeing of children and families the provider should ensure that appropriate notifications are made to the Care Inspectorate regarding significant events.

This includes but is not limited to issues such as accidents or incidents when there has been further medical treatment required.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I benefit from different organisations working together and sharing information about me promptly where appropriate, and I understand how my privacy and confidentiality are respected' (HSCS 4.18).

How good is our staff team?

4 - Good

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

Quality Indicator 4.3 - Staff deployment

There was a positive staff ethos, with staff working and communicating respectfully with each other as a team. Staff had developed positive relationships with families. One parent told us, "I like that they know everyone personally. They get to know you as a family". Staff were keen to work together with families to make improvements and develop practices to support children. Regular staff meetings were in place and were beginning to have an impact on supporting effective communication.

Staff were enthusiastic about their role and spoke positively about their work. They took part in regular training opportunities. Staff valued the positive relationships that had developed within their team and felt very well supported by each other. Staff worked hard to develop a positive and welcoming environment for children.

Staff were mostly proactive in deploying themselves throughout the nursery. However, at some busier times, staff were not deployed effectively. For example, at snack time there were not enough staff in the right place to ensure effective supervision. To ensure children are effectively supervised at all times and experience continuity care, the provider should ensure staff are deployed and communicate effectively (**see area for improvement 1**).

Families were welcomed into the service each day, spending time chatting with staff. They built positive relationships with staff and had developed confidence as they spent time in the nursery environment. This meant they felt included and respected as they heard about children's experiences and achievements.

Areas for improvement

1. To ensure children have access to a range of experiences and are well supervised, the provider should ensure that the deployment of staff provides adequate supervision and quality engagement with children across the day.

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).

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	5 - Very Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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