

# Park Road Primary School Nursery Day Care of Children

Park Road  
Rosyth  
Dunfermline  
KY11 2NH

Telephone: 01383 602 426

**Type of inspection:**  
Unannounced

**Completed on:**  
19 March 2024

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003015893

## About the service

Park Road Primary School Nursery is situated in a residential area of Rosyth, close to local amenities including shops, woodlands, parks and other local schools. The service is registered to provide care to a maximum of 55 children of an age not yet attending primary school, of whom no more than 15 are aged from 2 years.

The accommodations is provided from two dedicated playrooms within the school building with their own separate entrance. Children have access to two outdoor play areas, toilets, a nappy changing room, entrance foyer and cloakroom space. They also access the school hall for meals and other activities.

## About the inspection

This was an unannounced inspection which took place on 19 March 2024 between 08:30 and 17:00 hours. Two inspectors carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with 20 children using the service
- spoke with/gathered feedback from 13 parents/carers
- spoke with management and staff members
- observed practice
- reviewed relevant documents.

## Key messages

- Children are secure and happy as a result of the warm and nurturing interactions.
- Staff know children very well including any strategies for support, enabling consistent approaches for children's success.
- Aspects of the physical environment such as the door to the school and the alarm should be addressed to ensure children's continued safety and wellbeing.
- Quality assurance systems and effective leadership are having a positive effect in identifying and driving required improvements.

## 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?	3 - Adequate
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 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 warmly welcomed by staff on their arrival and were supported well to become settled. Staff's calm and attentive care supported children's emotional wellbeing, for example when providing support during sharing disputes. These sensitive interactions, along with ongoing communications with parents contributed to children's security and positive self-esteem. The service should continue to progress with their own plans to further enhance children's emotional wellbeing and resilience.

Children were encouraged to manage their own personal care and hygiene. We saw children routinely wash their hands on arrival, after outdoor play and before eating. They were actively involved in planning and shopping for healthy snack foods and were supported to brush their teeth daily. Toileting and nappy changes were managed discreetly, maintaining children's dignity. This supported children's overall health and wellbeing and promoted their independence.

Care plans were kept under regular review and identified specific support strategies which enabled children's needs to be met. Staff were confident in discussing these, supporting a consistent approach and contributing to children's success. We asked the service to consider how they could increase the children's voice within these to support their involvement in their own care.

Mealtimes were enabling children to have some independence such as involvement in making soup, clearing away their own dishes and self-serving. Snack times were relaxed and calm, enhancing children's positive relationships with food. There was scope to develop more independence for children with snack preparation, such as chopping fruit. The lunch time experience took place in the school dining hall where children enjoyed the food and a positive social experience. However, noise levels were high, and seating was not supportive of all children's comfort. We were aware of challenges posed by current industrial action and asked the service to keep this under review to further enhance children's mealtime experience.

Children's health was supported through appropriate accident reporting, management of allergies and safe administration and recording of medication. We asked the service to ensure all asthma flow charts are complete to ensure children's continued wellbeing.

Staff were fully aware of and confidently discussed safeguarding procedures and wider issues which could impact children and families. The head teacher and staff maintained accurate records which helped in keeping children safe and protected. This contributed to children and families receiving appropriate support. We discussed ensuring keyworkers are informed about any follow up actions taken to enable them to fully support individual children when required.

### Quality indicator 1.3; Play and learning

Children's skills in language and literacy were supported through story telling, singing, making books and role modelling by staff. Visual symbols were used on lanyards and around the building, which supported children with limited communication. Meaningful opportunities for children to make marks, draw and write were developing in the three to five playroom. For example, a recent introduction of a 'sign in' register for children. Number, matching and sorting activities available, were supporting children in developing their numeracy skills. One child told us, "I'm learning everything". Opportunities for numeracy and literacy across the indoor and outdoor environment should now be further developed to enhance children's learning and provide appropriate challenge.

Children were developing confidence in taking and managing their own risks during their play outdoors. For example, by helping each other climb up on the large carved elephant and jumping off it and enjoyed riding different bikes and scooters. Staff sensitively supported children's awareness of risk enabling children to stay safe whilst enjoying themselves. One parent told us, "I like that the children have open access to the outdoor area and so can use as they please in most weather."

Children's outdoor play and learning were enhanced through visits to the forest and parks and local walks, which were evidenced in floor books. These provided children with opportunity to identify with their local community. The service should progress plans to develop the garden areas to increase more natural outdoor learning opportunities.

Outings in the local area enabled families to be involved in the nursery along with other opportunities such as 'stay and play'. One parent told us, "we can go on walks, speak to the keyworkers, join bookbug and 'peep' sessions". These opportunities encouraged families to actively participate in their child's learning, promoting children's positive outcomes.

Children's needs and interests were responded to through planning which was child centred. Children were involved in the planning process as their thoughts and ideas were gathered in large floor books which children had real ownership of. Observations of children's learning were recorded and shared with families through learning journals. Staff should now be supported to develop skills in recording quality observations. This would reduce narrative and enable consistency in capturing children's outcomes. This would support clear links with planning and children's progress.

Most children were busy in their play, and we heard some positive interactions and questioning from staff. Some staff spoke about their personal commitment to further professional learning and research to enhance children's experiences. However, staff were not demonstrating a shared understanding of best practice for children's play and learning. Staff across both rooms should further develop knowledge and skill sharing to ensure a consistent quality of care and support across both playrooms and a shared approach. This would increase levels of engagement, provide appropriate challenge and enhance children's outcomes. Staff should work together to reflect upon best practice to support consistent high quality play and learning. One parent told us they would like "Staff paying a bit more attention to the children and their needs, better communication and all staff singing off the same hymn sheet" (see area for improvement 1).

## Areas for improvement

1. The provider should ensure all staff have the skills, knowledge and confidence to effectively support all children to achieve and support skill sharing across the team. This should include but not be limited to staff making use of best practice guidance to improve children's experiences and outcomes. This is to support children's wellbeing, learning and development.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19), and '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)

## How good is our setting?

### 3 - Adequate

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

#### Quality indicator 2.2; children experience high quality facilities

Children enjoyed direct access to outdoor play areas from both rooms where they enjoyed lots of active play. This provided them with choice in where they wanted to play. Appropriate clothing was available, enabling children unrestricted play opportunities. Secure fencing around the outdoor spaces contributed to children's security and 'Simoa', the elephant was being used to support children to identify potential risks. One child told us "Simoa keeps us safe". Outside play areas could now be developed further to support breadth of learning outdoors.

Children's confidentiality was maintained as staff were aware of holding information securely and using discretion during conversations with families.

The playroom for the under two's was a calm, relaxing and beautiful space which contributed to the relaxed ethos and children's feelings of belonging. A range of quality resources supported children's play experiences and there was a strong feeling that children matter. Staff should support each other to develop an appealing environment throughout the whole service. We acknowledged that there was a programme of redecoration and upgrading of equipment in place for the three to five playroom. This should be progressed to ensure that all children are benefitting from an environment which is welcoming and appropriately furnished with good quality equipment.

Clutter around the nursery and within the entrance area was detracting and impacting on experiences for children. The entrance area was not inviting and there was malodour from the children's toilets which adjoined the entrance area. Children routinely dropped and left resources with limited support to tidy up, which created uninviting play spaces. A faulty door between the nursery and school meant the alarm regularly activated, which caused distress to one child. We were informed the door had previously been repaired. However, the issue had not been permanently addressed and there was no maintenance log in nursery to demonstrate staff's reporting of this. This impacted on children's continued safety (see area for improvement 1).

Children were able to lead their play by moving resources to support and extend their interests. For example, when children 'went camping' in the den area. However, children were not supported to tidy up after themselves reducing resources in other spaces. The curiosity corner had no resources within it and layout of spaces were impacting on children's play. For example, children had limited space to look at learning journals whilst others played musical instruments in the same space. The woodwork bench did not provoke curiosity and exploration due to limited resources to create with. We recognise that staff had begun to develop areas to support improved resourcing to improve children's play and learning. However, there needs to be a continued focus on ensuring sufficient resources which are accessible to support and extend children's play across all areas (see area for improvement 2).

### Areas for improvement

1.

The provider should review the environment to promote improved security and a pleasant and inviting environment which values children and families and reduces any distress. This includes;

- addressing the issue of the door between the nursery and school which does not consistently close properly, along with the alarm system linked to this to reduce distress to individual children
- improve the entrance area to reduce clutter and intrusive smells from and within the children's bathroom
- reduce clutter within playrooms and corridor spaces, along with supporting children to take responsibility for the tidying up discarded resources.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'my environment is safe and secure' (HSCS 5.19). also 'my environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells' (HSCS 5.20).

2. The provider should ensure sufficiency of resources across all areas indoors and outside to increase choice and opportunity for children. These should be in good condition and presented to invite curiosity, exploration and support extension of learning. Where possible these should be accessible to support children's independence in play.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishing and equipment' (HSCS 5.24) and 'the premises have been adapted, equipped and furnished to meet my needs and wishes' (HSCS 5.18).

### How good is our leadership?

**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 3.1; Quality assurance and improvement are led well

The head teacher held a clear vision for the way forward and was working hard to create this and support a whole team approach to improvement. A focused and clear improvement plan was held and regular reflective discussions to support staff in understanding the actions required. The head teacher should now ensure that all staff are fully included and demonstrate this vision as they work with children and families.

The head teacher had developed robust systems of quality assurance which enabled them to have a clear understanding of the strengths of the service and areas for improvement. These systems should now be embedded and steps taken to measure the improvements made. This should include increasing opportunities for feedback from families and using this to support continuous improvement.

Children were involved in the improvement journey through ongoing consultation on the development of different areas across the nursery. This was captured within floor books which they were fully involved in creating. This provided them with a voice and enabled them to influence provision.

Staff had taken responsibility for different areas of practice to support improvements across the service. These champion roles were at an early stage but were appropriate to the pace of change required at this time. Staff were supported by the early years development officer from the local authority to develop their knowledge and understanding and ensure progress. Staff should continue to be supported in developing a clear and shared focus and understanding to support contribution to the improvement journey of the service. We were aware that leadership of improvement was impacted on by pressures within the school and advised of a need for consistent support to ensure sustained improvements for children's positive outcomes.

## How good is our staff team?

**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 4.3; Staff deployment

Staff provided a nurturing and welcoming environment for children. Respectful relationships with children contributed to them feeling secure and enjoying themselves.

Children were kept safe due to staff deploying themselves well during busy times such as on arrival and leaving the service. Staff positioned themselves within and outwith the building to ensure children did not leave the service unnoticed. They also moved flexibly between indoors and outdoors to supervise the movement of children. Staff breaks were also managed well to minimise disruption to children's routines and additional staff arrived to support with lunch time, ensuring this was a relaxed and safe experience for children.

There were sufficient staff across the day to meet children's needs. The head teacher recognised the importance of staffing the service to provide the right levels of support and had recruited an additional qualified staff member to meet specific needs of individual children. This meant children received the support they needed.

The staff team had a mixture of skills, knowledge and experience and understood their roles and responsibilities supporting the supervision of children. They communicated well to ensure consistency of care for children. For example, part time staff held a brief handover discussion and shared information from daily huddles and team meetings. This enabled children's needs to be met. Results from questionnaires confirmed that almost all parents felt confident that staff had the appropriate skills, knowledge and experience to care for their child.

The current staff team had been consistent contributing to children's continuity of care. This meant children were cared for by staff who were familiar to them and promoted the building of positive and trusting relationships with children and families.



## 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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
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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