

Lauriston Nursery Day Care of Children

Lauriston Nursery Ltd
165 Robertson Road
Dunfermline
KY12 0BL

Telephone: 01383 741 900

Type of inspection:
Unannounced

Completed on:
13 November 2024

Service provided by:
Lauriston Nursery Ltd

Service provider number:
SP2008010180

Service no:
CS2008191893

About the service

Lauriston Nursery is day care of children service, registered to provide care for a maximum of 124 children aged from three years to an age to attend primary school at any one time.

The nursery operates from a propose built building in the urban area of Dunfermline, Fife. The children are accommodated within four playrooms designated for different age groups of children. There is a small office and a separate staff room. The children have access to fully enclosed outdoor areas that are accessible from three of the playrooms. The nursery has a secure door entry system in place.

About the inspection

This was an unannounced inspection which took place on 12 and 13 November 2024 between 09:00 and 16:30. Two inspectors carried out the inspection.

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.

To inform our evaluation we:

- spoke with eight children using the service
- received 37 completed questionnaires from parents or carers
- received 12 completed questionnaires from staff
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

Children were well nurtured and cared for. Families were supported to be involved across different aspects of their child's care and support which enhanced positive attachments.

Effective use of chronologies would allow staff to identify where targeted support may benefit children, enabling them to reach their full potential.

Staff had a good understanding of child development, relevant theory and practice. The service were developing their planning approaches to enable children to fully lead their own learning.

Staff practice did not always follow safe and effective infection prevention and control procedures. This reduced the ability to minimise the spread of infection.

The management team were well organised and had good quality assurance systems which support self-evaluation. Quality assurance and improvement priorities could be more focussed to support continuous improvement.

The deployment of the staff team enabled them to be fully engaged and present in children's care, play and learning. Parents knew staff well and were able to share the positive impact they had had on their children's experience and 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?	4 - 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?

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

Staff led with warm and kind interactions which included, providing children with comfort and respecting their needs and wishes. One parent told us, "The staff are very enthusiastic, and my children have developed very strong bonds with the staff who work there. My children are always happy to go into nursery and never want to leave at home time". Another shared, "Lauriston nursery are fantastic. My daughter has absolutely thrived in the caring, safe and fun environment the staff have created. They are all very kind and professional, and the nursery building and grounds are lovely". This showed that children were well nurtured and cared for, which positively impacted their wellbeing.

Parents were regularly involved in children's experiences. As well as being welcomed into the service daily, staff invited parents to attend monthly stay and play sessions which were designed around key play and learning opportunities. One parent described these sessions as, "insightful" and another shared that, "Stay and plays are really helpful to allow us to speak to the staff out with busy pick up and drop off time, as well as letting us get to know those who spend so much time with our child". This impacted positively on the quality of children's experiences, as this supported families to be involved across different aspects of their care and support and enhanced positive attachments.

Children experienced mealtimes that were calm and sociable. Children were seen to be happy and comfortable during this time, speaking with friends and enjoying their food. Staff facilitated this time well by sitting with children. This resulted in them being able to promote healthy eating habits and to keep children safe. At times children waited for extended periods, either waiting for food to be served or for others to finish eating. Further opportunities for independence and responsibility, for example, serving and clearing their own food, could reduce waiting times and support children to eat at a pace that was right for them.

Children's wellbeing benefitted from personal planning. Staff worked closely with parents to ensure key information was recorded to promote care and support that was right for them. This resulted in staff knowing children well. Chronologies were not in place for all children. As a result, significant events that could impact on children's well-being were not always recorded. Effective use of chronologies would allow staff to identify where targeted support may benefit children, enabling them to reach their full potential. We signposted staff to 'Guide to Chronologies' to support improvement.

Quality Indicator 1.3: Play and learning

Throughout the service, children had fun and were busy in their play experiences. Staff designed the playrooms well to promote a good range of play and learning experiences. Children went on walks in the community, played in the home corner and enjoyed sensory play. Parents told us their children enjoyed spending time at nursery, for example, on parent shared, "My child comes home talking about their day and how much fun they have had". This impacted positively on children's outcomes.

Children had some involvement in leading their play and learning. Staff encouraged children to share their views, opinions and ideas through mind maps, questions and reflective moments. This supported some choice and independence for children. Staff were developing the balance between responsive and intentional planning to better empower children and ensure they are fully involved in their play and learning.

Staff had a good understanding of child development, relevant theory and practice, and used this to support quality play and learning experiences. Effective use of questioning extended children's thinking and supported some stimulating and challenging play and learning experiences. For example, a planned outing was cancelled due to adverse weather. Staff fully involved children in the change of plans, which led to children exploring wind, discovering both its risks and its benefits. As a result, children were able to learn in a creative way that supported their curiosities and widened their thinking.

Children's experiences and achievements were recorded on online learning journals. Every day staff posted a 'Day in Nursery' to allow parents to see what the children had been doing. This supported parents to feel involved and informed. Individual observations were regularly recorded. Whilst these evaluated children's achievements, they did not always inform planning appropriately to meet children's individual needs. For example, next steps were at times, unattainable or vague. One parent told us, "I'd like a more personal approach to the app. I think seeing pictures of my own child would be more beneficial and appropriate. I'd like the app to show the skills and developments of my child more regularly if possible". We signposted the management team to Education Scotland materials such as, monitoring and tracking, and progression pathways. This would support staff to embed responsive approaches and ensure children are fully supported to reach their full potential.

How good is our setting?

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 2.2: Children experience high quality facilities

The setting was furnished to a high standard and benefitted from plenty of natural light. Children had ample space for their care, play and learning needs. The entrance was warm and welcoming for children, families and visitors. It was well decorated to provide useful information such as, up and coming events, service improvement plan and staffing information. This enabled a positive ethos that encouraged everyone to feel included in the service.

The indoor and outdoor environments were structured to take account of all children's ages and stages of development and learning spaces reflected some of children's current interests and curiosities. The Baby and Pre-school rooms were more successful at inspiring a sense of wonder. Further use of real-life experiences and loose parts would enhance opportunities for children in the 'Tweenie and Toddler' rooms. Parents commented that the outdoor area was a strength of the service. One told us that, "My child loves the garden, it's a great space including mud kitchen, climbing frame, slide and more". As a result, children benefitted from having access to fresh air and explore their natural world.

The setting and equipment were safe, secure and well-maintained. Good arrangements were in place for the monitoring and maintenance of equipment to ensure that damaged items were promptly fixed or replaced. Hazardous cleaning materials were stored on a shelf in one toilet area that was in reach of children. We advised that these should be stored elsewhere, which staff promptly actioned.

Children and staff were found to have good hand washing routines to minimise the spread of infection. Staff practice did not always follow safe and effective infection prevention and control procedures. For example, a few spaces within the service were cluttered and not well organised. This reduced the ability to effectively clean and minimise the spread of infection.

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

A vision, values, aims and objectives were in place to promote a positive ethos within the service. Staff continually monitored these to ensure they worked well for the children, families and staff within the service. The manager told us they were keen to build upon their work around children's rights to fully embed a rights-based approach to children's care, play and learning.

Children were involved in the development of their service and could influence change. Staff listened to their views and opinions through mind mapping and daily conversations. This showed children that their voices mattered and that they were key contributors to the care they received.

Some parents and carers told us that their opinions were listened to and used. One parent told us, "We have chatted to the ladies about activities my child likes at home, which have then been incorporated into the nursery daily planning". While another parent told us, "I've given previous feedback to the nursery in terms of engagement with parents/child updates, but I've not seen a great improvement". Staff told us they engaged well with families and were always looking for ways to improve on this. It was evident that feedback was regularly sought following stay and plays and displays were used to share key information. This resulted in a good level of involvement with families.

The management shared a plan for improvement with staff and families. Priorities for improvement were created as a result of gathering children, families and staff's feedback and following new guidance. The priorities identified by the service were broad, which risked successes or gaps in improvement being missed. We signposted the service to ELC Improvement Programme's bitesize sessions on self-evaluation to support. This would enabled them to create purposeful improvement priorities and better recognise and celebrate achievements.

Self-evaluation was in place which led to improvements. The management team were well organised and had good quality assurance systems which supported self-evaluation. These could be further developed to include targeted observations that measure the success of changes made and the impact on children's outcomes. Peer evaluations were also in development to strengthen self-evaluation and share good practice throughout the staff team.

How good is our staff team?

5 - Very Good

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

Quality Indicator 4.3: Staff deployment

Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions that they were committed and enthusiastic professionals. A staff member told us, "I personally love my job. The children are all amazing as well as the staff I work alongside". We found evidence of effective teamworking throughout the nursery. As a result, children received good quality care, play and learning experiences.

Parents knew staff within the team and were able to share the positive impact staff had had on their children's experience and outcomes. A parent told us, "All of the staff are very approachable, reassuring and encouraging. At drop off and pick up, the staff are friendly and welcoming. I feel I can be open with all staff". This enabled effective communication and supported children to receive care, play and learning that was right for them.

The knowledge and skills of staff across the whole day had a positive impact on children. They used their initiative to ensure children were safe and well supported. Staff at all levels of experience were observed engaging well with children, ensuring they were down at their level, listening to them and valuing their views and opinions. Staff were keen to support one another and communicated effectively to ensure the children were well cared for.

The deployment of the staff team enabled them to be fully engaged and present in children's care, play and learning. We observed staff maintaining very good supervision through effective communication. A parent told us, "I have never been aware of a shortage of staff that would affect my child's needs". As a result, staff were able to meet children's needs without compromising on other's experiences.

Families benefitted from an open-door policy, where they were welcomed into the service to see the environment and get to know staff. Any changes to staffing, for example, due to absences, were well considered. The management team ensured there was an appropriate time for staff to provide a detailed sharing of information at the end of the session. This ensured children and families experienced consistency and allowed positive attachments to be formed.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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