

Falkland Primary School Nursery Day Care of Children

Falkland Primary School
Pleasance
Falkland
Cupar
KY15 7AW

Telephone: 01334 659 415

Type of inspection:
Unannounced

Completed on:
9 December 2024

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015918

About the service

Falkland Primary School Nursery is situated in a residential area of the village of Falkland, near Cupar. It is close to local amenities including local shops and woodlands. The service provides a care service to a maximum of 30 children aged 3 years to those not yet attending primary school.

The accommodation is provided from an annexed building within the school grounds which also houses one of the primary classes. Children have access to a large playroom, bathroom area and three gardens along with planned access to the school gym hall.

About the inspection

This was an unannounced inspection which took place on 5 December 2024 between 09.15 hours and 15.15 hours. We gave feedback via a 'Teams' call on 9 December 2024. One inspector 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 10 children using the service
- spoke with/gathered feedback from 2 parents/carers
- spoke with management and staff members
- observed practice
- reviewed relevant documents

Key messages

- Children are empowered to be independent across all aspects of their play, learning and interactions.
- Children enjoyed secure and nurturing interactions with kind, caring, consistent adults which promotes their emotional wellbeing.
- Children were achieving as a result of rich planned and responsive play experiences which support individualisation and provides challenge and depth to their learning.
- The reflective staff team are committed to continuous improvement to secure positive outcomes for children.
- Staff work very well as a team to ensure children's continued safety, wellbeing and consistency of care.

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

Quality Indicator 1.1; Nurturing care and support.

Children had developed strong connections to staff, where interactions were consistently respectful and gentle. Children felt secure, trusted adults and knew they were listened to and supported when needed. They sought and received physical comfort from staff when needed contributing to them feeling nurtured.

Children enjoyed positive friendships with each other contributing to their play and enjoyment. They worked really well together leading them to tackle complex problems and delegate roles and responsibilities in their play. Children confidently used their language skills well to hold one another accountable and seek support from their friends; for example, when one child was left to tidy the block area which they knew was a shared responsibility.

Staff's calm and quiet approaches to children's distressed behaviours provided children with reassurance and supported their emotional wellbeing. Children were empowered to resolve conflict through the use of tools such as the fix it folder and emotion works which was seen throughout play. For example, when one child was becoming frustrated over their model being knocked down, they used the language of emotions to express their feelings.

Children were enabled in their personal care. Dressing and undressing for outdoor play was unhurried, supporting children's independence and learning.

Snack time enabled children to be very independent. Snacks were healthy and nutritious across the week and considered any specific dietary need. Children enjoyed the lunch time experience and were confident in explaining how they selected what they wanted that day and accessing this within the school hall. Lunch time was a relaxed and very sociable occasion. We reminded the setting to be mindful of using the lower table to support children's comfort whilst eating.

Systems to support the administration and storage of medication meant children's health needs were met. Detailed health plans were held for children with long term medical needs; these could also be completed for those with dietary intolerances. We reminded the manager that all medication held must be reviewed at least once a term. Accidents and incidents were quickly reported to parents supporting continuity of care. We asked the service to consider training a nursery staff member in first aid. This may support a quicker response in an emergency or whilst out and about.

Children were empowered as staff respected their voice, experience and knowledge and worked with them. Children's voices were clear in leading and assessing their own learning within the learning wall and floor book. Staff interactions enabled children to gain a better understanding of their own needs and how to express these using the language of rights and responsibilities.

Quality Indicator 1.3; Play and learning.

Children had control over their play and learning with responsive planning ensuring needs and interests were met. For example, one child noticed there were no decorations up yet for Christmas and was enabled to access resources and decorate different areas to their satisfaction. Planning demonstrated breadth and depth of learning opportunities along with individualisation with clear links into journals.

Children had ownership of their journals which were accessible to them. Quality observations were recorded which showed children's learning and progress. Next steps were tracked very well, which was supporting children to achieve.

A rich literacy environment and staff interactions promoted children's language development. A correct pace allowed children to process their thoughts and responses in discussions. The continuing focus on enhancing numeracy throughout the indoor and outdoors and the engaging block play area were supporting children's understanding of mathematical ideas.

Children were highly engaged in their play and focused for long periods of time. They co-operated well with each other which improved their play experiences. For example, a group of children remained in the block play area for a lengthy time producing complex structures from the different blocks available. They then used these to explore forces by rolling different objects down ramps. Children accessed all areas of the playroom and garden and were supported well by responsive staff who further extended their learning and enjoyment.

Children enjoyed risky play with regular opportunities to climb trees in the garden and outings to the forest. Children were naturally involved in risk assessing and used SIMOA well to support them in this. For example, one child wanted to check the garden was safe and was supported by staff to walk around the garden with the SIMOA elephant and check areas. This was building their understanding of risk and how to manage this.

Community links were established and providing extensions and variety to children's learning and play. This included visitors to the nursery such as the community ranger and guide dogs for the blind. The nursery were currently re-establishing their link with the local care home by linking children with a resident to make and swap Christmas cards. These experiences enabled children to interact with others, develop an understanding of society and make connections to the outside world, helping them construct their own identity.

How good is our setting?**5 - Very Good**

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

Quality Indicator 2.2; Children experience high quality facilities.

Children benefitted from a well-resourced and comfortable playroom. The door remained open to the garden providing ventilation, whilst room temperature remained appropriate. Cosy spaces were located away from the door, contributing to children's comfort. One child told us "we can have a wee sleep in the story corner". Room layout supported play well and had been revised recently in consultation with the children, ensuring it met their needs.

The outdoor play spaces allowed children to engage with nature and be physically active. Children enjoyed exploring this space and the easy access to resources within an organised shed. This meant that the children could choose freely to meet their changing needs and interests as they played. The range of loose parts materials provided enhanced opportunity for creative play and exploration.

Children's risk of harm was reduced as staff carry out daily checks of all spaces prior to children's arrival and promote children's awareness of SIMOA the purple elephant. Children were very familiar with this and staff used it consistently to support themselves and children in making assessments across the nursery environment and children's play. This contributed to children's safety and wellbeing and their understanding of potential harms.

Infection prevention and control measures in place meant children benefitted from a clean and hygienic environment. The building and resources were clean and welcoming for children. Staff effectively promoted and role modelled hand washing with children, reducing children's risk of cross infection. This contributed to children's positive health and wellbeing.

Staff were aware of and confident regarding the importance of confidentiality and management of children's information. Personal information was displayed discreetly or stored securely. This ensured only the right people had access to this and promoted children's privacy.

The building was secure, visitors monitored and risk assessments completed to ensure children's safety. Any maintenance issues were quickly reported to the caretaker by staff. The playroom was an inviting space, however the children's bathroom was in need of some renovation. Décor was tired and the door to the bathroom area was missing, reducing children's privacy and increasing risk of cross infection. There was currently insufficient space for staff to provide toileting support within the cubicles, which had been reported. The children's bathroom area should be improved to support children's health, privacy and dignity (see area for improvement 1).

Areas for improvement

1. To support children's health, privacy and dignity the provider should improve the children's bathroom area, including but not limited to replacing the door between the entrance and the bathroom.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that "If I require intimate personal care, there is a suitable area for this, including a sink if needed" (HSCS 5.4) and "The premises have been adapted, equipped and furnished to meet my needs and wishes" (HSCS 5.16).

How good is our leadership?

5 - Very Good

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

Quality Indicator 3.1; Quality assurance and improvement is led well.

The values of the service were clearly reflected within provision. Kindness was a core value which was evident at all levels. Children were so kind to each other and mindful of each other's feelings and staff modelling this in their interactions. These provided clear direction for the whole staff team and children for quality provision.

Children and families had opportunities to be meaningfully involved in the development of the service. A parent spoken to told us they highly valued the service and felt like they got enough information and lots of opportunities to be involved. Forest trips, stay and play, bookbug and online 'Peep' sessions allowed them to be involved in their children's learning. Questionnaires to children and families had been used to gather views formally, however, these had been less successful. We suggested other ways to gather this feedback on a more regular basis which the service should progress. This would ensure that families could influence improvements and feel valued.

An appropriate improvement plan for the year was in place with specific and measurable targets. We confirmed action from this was being carried out, such as the work to improve numeracy across the environment. This was contributing to positive outcomes for children.

The whole staff team were very self-reflective and were able to discuss other areas for improvement outside of the improvement plan priorities; for example, development of the garden and building community links. There was a shared approach to improvement across the whole team as staff spoke confidently about their involvement. Weekly staff meetings supported the team to come together and discuss different aspects of provision. This built leadership at all levels and supported progress of improvement through team work.

Staff used the local authority quality assurance toolkit and core provision audit very well to identify and act on areas for improvement. These made use of a range of quality assurance tools to support reflection on practice. There was evidence of how well staff used other best practice guidance and notes through the positive embedded practice with 'SIMOA'.

The effective management and leadership had a positive impact on staff direction, stability and motivation. Staff appraisals had been carried out and staff told us they felt very well supported. This contributed to the positive ethos and commitment to improvement as a whole 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/people, therefore we evaluated this key question as very good.

Quality Indicator 4.3; Staff deployment.

The staff team had a good mix of skills and experience between them. Staff worked well together and spoke respectfully about each other. Job share staff effectively communicated during the handover to ensure children's needs were met. Staff interactions were warm, calm and nurturing, they knew children very well and used this to support their wellbeing.

Staff ratios were maintained appropriate to the number of children attending, ensuring their appropriate supervision. The use of supply staff was kept to a minimum as a result of the flexibility of the job share staff, ensuring consistency of care for children. The crossover time between the job share staff ensured that the appropriate ratios were maintained during the lunch time period. There was also scope to use other staff from within the school at this time. This enabled children to enjoy responsive care from adults who knew them well across the day.

Children and families were kept informed about staff absences verbally and via an online 'app'.

This contributed to children's sense of security. We suggested displaying the name and photograph of any temporary staff covering, so that parents recognise who is looking after their child.

Staff maintained appropriate supervision of children indoors and outside, supporting their continued safety. They communicated and positioned themselves very well to maintain and overview whilst supporting play and learning. Whilst outwith the setting in the community, they made use of parent helpers to support them to assist and monitor children. At collection time, one staff member managed the door area whilst the other carried out a group activity. This reduced children's risk of leaving unnoticed and maintained a secure environment.

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?	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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