

Hill Of Beath Primary School Nursery Day Care of Children

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Hill Of Beath
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Type of inspection:
Unannounced

Completed on:
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Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015937

About the service

Hill of Beath Primary School Nursery is a day care of children service registered to provide care to a maximum of 48 children aged from three years to an age to attend primary school.

The nursery is situated in a purpose built building within the village of Hill of Beath. The premises consists of two playrooms, toilet facilities and a secure outdoor area. Children make use of the community hall located within the building for mealtimes and activities. They visit green spaces such as woodland within the local community.

About the inspection

This was an unannounced inspection which took place on 17 February 2025 between 08:30 and 17:40 and 18 February 2025 between 08:40 and 16:30. 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:

- spoke with children using the service
- received feedback from five families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children experienced warm, kind and caring interactions which supported their wellbeing.
- A strong team working ethos contributed to a caring and nurturing environment for children and families.
- Children had fun and were actively involved in leading their own play and learning. There was scope to enhance the resources within some areas of the setting to provide more challenge.
- Children were very well supported to develop their understanding of how to identify and manage risks in different situations.
- Staff and leaders had high aspirations for all children and demonstrated a passion and commitment to make positive changes for children and families.
- Quality assurance processes were in place and a culture of self-evaluation for improvement had been created. These could be enhanced to further improve outcomes for children.
- Children were supported by the right number of staff to meet their needs.

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?	5 - Very 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 different parts of this key question as **very good** and **good**, with an **overall evaluation of good**. Several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Children were nurtured as they experienced warm, kind and caring interactions which supported their wellbeing. They were offered comfort, cuddles and reassurance which helped them to feel safe and secure. Children's personal care needs were met with dignity and respect. For example, children were sensitively asked if their nappy could be changed. Staff knew children very well and had developed positive, trusting relationships with them. As a result, children were happy, relaxed and having fun. Families told us they had a strong connection with the staff caring for their child. Their comments included, "The staff at Hill of Beath Nursery are what makes it so great. Staff are attentive to my child's needs and are very approachable if I have any concerns" and "(Staff) are lovely, they are all friendly and helpful".

Children experienced unhurried mealtimes and were able to eat at a pace which was right for them. This meant children had a relaxed, positive experience. Their independence was encouraged through opportunities such as self serving and pouring their own drinks. This helped to build their confidence and life skills. There was scope to further develop the lunch time experience, for example, increasing opportunities for independence and using real crockery. Staff recognised the benefits of developing relationships and promoting learning during mealtimes, with rich discussions taking place. As a result, children experienced caring, positive and sociable mealtimes.

Personal plans contained relevant information about children's needs and preferences. Staff were very knowledgeable about each child as an individual which meant that children experienced care and support which was compassionate, responsive, and right for them. Staff identified personalised strategies of support, in collaboration with other professionals, and used these consistently to meet children's individual needs. For example, staff effectively used signing and visual aids to promote communication. As a result, children were supported to achieve their potential.

Quality Indicator 1.3: Play and learning

Children had fun and were actively involved in leading their own play and learning experiences. As a result, they were happy and engaged. Staff were responsive to children's interests during play and used these to plan experiences. Children had opportunities to contribute to floorbooks with comments and drawings about their experiences. However, there was limited evidence of children's learning recorded.

Some play spaces offered interesting and exciting materials and resources. For example, children enjoyed making their own paint and experimenting with different consistencies. Staff had identified that there was scope to enhance the resources within some areas of the setting to provide more challenge and extend children's learning. They had reviewed the quality of the environment and had begun to make improvements.

Children's play and learning experiences were enhanced through strong connections with their local community. For example, they regularly visited the woods and beach which provided opportunities to learn about the world around them and develop a range of skills as they explored a natural environment.

Children's language and literacy skills were well supported. They independently engaged in mark making and enjoyed reading stories with staff. Opportunities for numeracy were naturally woven into children's play and learning experiences. For example, staff supported children to count and make patterns. Most staff used effective questioning and took time to listen to children which effectively supported their play.

Children's learning was regularly recorded in personal learning journals. Children enjoyed looking at these and a few discussed their learning. Most families felt well informed about their child's development and play experiences. Families had been involved in identifying children's next steps and some learning conversations had taken place to help identify specific next steps for some children. However, next steps were not clearly detailed for all children to ensure progress and achievements could be easily measured.

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, therefore we evaluated this key question as **very good**.

Quality Indicator 2.2: Children experience high quality facilities

Children experienced an environment which was secure and well maintained which promoted children's safety. Playrooms were bright with plenty of natural light, and offered children ample space to play. Children were able to rest, relax and retreat to quiet spaces including the sensory area, which were cosy and comfortable.

Children had choice and independence about their play indoors and moved freely and confidently between areas. They had direct access to the garden and benefitted from free flow opportunities between the indoors and outdoors. Families were very positive about their children's outdoor experiences. Children were enabled to direct their own play and learning as resources were easily accessible and developmentally appropriate. Staff had developed some areas of the setting to promote curiosity and interest. As a result, children had fun exploring and using their imagination.

Children were very well supported by staff to recognise hazards as they risk assessed play spaces and experiences. Discussions about safety were naturally embedded into children's play and learning. For example, children confidently talked about things they did to stay safe such as using goggles at the woodwork bench. Children's understanding of safety was promoted through the 'Keeping Children Safe - look, think, act' campaign. They were developing their understanding of how to identify and manage risks in different situations including on outings to the woods and beach. Effective links with families supported children to learn about safety at home. As a result, children were building their confidence and knowledge about how to keep themselves safe. Children took responsibility for themselves and others on outings. They were effectively supported by vigilant staff to ensure they were always accounted for.

Children experienced a clean, well-ventilated setting which helped to keep them healthy. They were well supported to wash their hands, for example, before eating, which minimised the potential risk 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

Staff and leaders had high aspirations for all children and demonstrated a passion and commitment to make positive changes for children and families. The vision, values and aims of the service had not been reviewed for some time. The leadership team recognised the benefits of reviewing these to ensure everyone involved in the setting had a shared understanding and clear expectations.

Families told us they had opportunities to be included in the development of the setting. They were positive about how they had been involved through groups such as cuppa chats and sharing ideas to improve the garden. The leadership team were in the early stages of exploring further ways to gather feedback to enable children and families to be more meaningfully involved in influencing change.

Quality assurance processes were in place to ensure aspects of the service were routinely monitored. Some monitoring and auditing taking place had a positive impact on practice which meant children experienced improved outcomes. To support a continuous cycle of improvement, monitoring of practice could be further developed to enhance children's experiences.

A culture of self-evaluation for improvement had been created. Staff welcomed feedback and suggestions which demonstrated their commitment to ongoing improvement. They were encouraged to be part of the service development, with some staff taking on leadership roles. The leadership team had recognised that there was scope for self evaluation processes to be more meaningful to enable staff to critically reflect on practice. They had begun to identify ways to improve this.

The improvement plan reflected the current priorities in the setting and supported the development of key areas of practice. Good progress was being made towards meeting the priorities. As a result, children were benefitting from improved experiences and outcomes.

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 respectful and supportive of each other. The strong team working ethos contributed to a caring and nurturing environment for children and families. Children and families were warmly greeted at nursery which supported positive transitions. Families told us communication was effective and they felt well informed about their child's day.

Children were supported by the right number of staff to meet their needs. Staff were very responsive to children's needs and moved flexibly throughout the play spaces to provide support, interaction, and engagement. Staff communicated well together to ensure children were consistently supervised and supported. Consideration had been given to the differing skill mix and experience of staff to ensure that children experienced high quality care and support.

Staff breaks were well planned around children's needs including busier times such as mealtimes. Effective arrangements were in place in the event of staff absence, with familiar staff supporting children. This promoted continuity and consistency in children's care and supported positive relationships.

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	5 - Very Good
1.3 Play and learning	4 - Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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