

Dunmore Nursery School **Day Care of Children**

Kirkland Avenue
Ballingry
Lochgelly
KY5 8JS

Telephone: 01592-583693

Type of inspection: Unannounced
Inspection completed on: 1 March 2017

Service provided by:
Fife Council

Service provider number:
SP2004005267

Care service number:
CS2003015943

About the service

The service was registered with the Care Inspectorate on 1 April 2002.

Dunmore Nursery school is registered to provide care to a maximum of 62 children each session, aged from birth to an age to attend primary school. A maximum of 12 of whom may be under three years of age. The facilities to be used are the nursery building which includes an outside play area. Children are denied access to the kitchen. The service will maintain the ratios as stated in the National Care Standards for Early Education and Childcare up to the age of 16 (Annex A).

The inspection took place on 27 February 2017 from 10.00am to 4.00pm. We completed the inspection and gave feedback to the management team on the 1 March 2016.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting It Right For Every Child. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

What people told us

We spoke to several children over the course of the two days and observed their play. We found that most children were engaged in their play, many were involved in purposeful play and all were settled and comfortable in the service. Some children confidently approached the inspector and involved her in their play demonstrating how secure they were.

We received six completed care standards questionnaires, one of which had added additional comments. All but one demonstrated a strong level of satisfaction with the service. Five parents 'strongly that 'overall, they were happy with the quality of care their child received in this service'. There were some disagree comments within the collated responses from parents which we discussed directly with the manager.

Self assessment

The Care Inspectorate received a fully completed self assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us for each heading that we grade them under. We validated this information during the inspection to ensure accuracy.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

Positive relationships with parents and opportunities for family learning promoted children's learning across nursery and into the home. This contributed to children's learning and achievement, social networking for all and linked learning to home experiences.

Effective transition work contributed to children's emotional wellbeing. Strong links with the local school, shared staff and shared learning experiences for families, enhanced familiarity and a sense of security.

Older children were successful learners as they engaged in purposeful play, interacted positively with their peers and were confident in directing their own play. Some children were able to focus on their play for long periods and sustain their own interests. Children were achieving in numeracy and literacy as we observed them making mathematical comparisons in their play, identifying colours and creating their own stories. Younger children showed a positive interest in stories and were exploring number in their play. Planning was responsive to children's interests across both playrooms contributing to meeting their learning needs.

Children's physical development was promoted through healthy food and drinks and varied opportunities for exercise both indoors and outside enhanced by free flow access to the garden. Regular opportunities for risky play through 'forest school' allowed them to develop skills in making sensible choices.

Management spoke confidently of staff capabilities and the 'leadership' roles staff undertook which were driving forward improvement. Staff demonstrated confidence in their ability to drive change through areas of responsibility and were proactive in giving suggestions. This allowed them to develop their interpersonal skills and qualities as leaders.

The head teacher and management team and held a wealth of experience. Their enthusiasm and effective communication motivated staff to improve the service. The management team held a shared vision for improvement and were deeply reflective of current quality and progress to date which had driven forward important change.

Systems for self-evaluation were very effective with involvement from staff, parents and children. Ongoing evaluation made use of relevant best practice guidance. This ensured that all areas were consistently identified for continued improvement.

Management told us that they regularly discussed the impact of the improvement plan and as a result monitored their progress throughout the year. From our discussions and evidence shared, we confirmed the nursery had made very good progress towards their targets and improved practice.

What the service could do better

Children's risk of cross infection was raised due to the current nappy changing practices. The mat was currently used and stored on the floor in the vicinity of a toilet. Management advised that the current changing table was unfit for safe moving and handling and helping children feel secure. See recommendation one.

Experiences for younger children were restricting their independence and limiting challenge and self-directed play. Staff should now build children's capacity for success and provide further opportunities for challenge. See recommendation two.

The head teacher, deputy head teacher and nursery teacher held peripatetic positions and were therefore not always immediately available. The recommendation made at the last inspection regarding a senior person who is able to take responsibility in the absence of other management was made again. See recommendation three.

The stepped access to the garden area was not suitable for children with mobility issues. Therefore not all children enjoyed equal opportunity for self-directed play and choice. This should be addressed as part of planned future renovation work to ensure full inclusion.

The service should continue with plans to further develop outdoor learning experiences making full use of the extensive grounds available to them.

Although direct monitoring of practice issues by management was taking place we advised on formalising this to ensure a record was kept to support continuity and track improvements.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1. The provider should review the nappy changing for children to ensure it provides children with respect and dignity during intimate care, reduces the risk of cross contamination and is appropriate to safe and secure manual handling of children.

National Care Standards Early Education and Childcare up to the age of 16. Standard 2 - A safe environment.

2. The provider should support staff in effective scaffolding of the learning experiences of the younger children to ensure they access opportunities for independence, challenge and increased capacity for success.

National Care Standards Early Education and Childcare up to the age of 16. Standard 4 - Engaging with children and standard 5 - Quality of experience

3. It is recommended that a specific person should be appointed to take charge whenever the manager is not available.

National Care Standards early education and childcare up to the age of 16.

Standard 14: Well managed service

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
6 Mar 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
11 Feb 2014	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
3 Oct 2012	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
16 Nov 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
3 Mar 2010	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good

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