

Fersands Family Centre Nursery & Creche Day Care of Children

Woodside Fountain Centre
Marquis Road
Aberdeen
AB24 2QY

Telephone: 01224 524950

Type of inspection: Announced
Inspection completed on: 15 June 2017

Service provided by:
Fersands & Fountain Community
Project

Service provider number:
SP2003000367

Care service number:
CS2003001828

About the service

Fersands Family Centre Nursery & Creche has been registered since 2002. The centre is registered to provide a day care of children service to a maximum of 12 children aged from 2-12 years in the nursery and a maximum of 9 children aged 0- 2yrs or 12 children aged 2-12 years in the creche.

The service is provided by Fersands and Fountain Community Project; a voluntary organisation and charity based in the Woodside area of Aberdeen. The Community Project is run by a management committee of local residents who help to deliver a range of services to the community.

In partnership with the local authority the service provides funded pre-school education sessions for children aged from three to five years. Nursery sessions are currently offered four days per week. The creche offers flexible part-time sessions for younger children.

The aims and objectives of the service were comprehensive and summarised included:

- To provide children with a safe, secure, caring and stimulating environment both indoors and out that nurtures respect, health and emotional wellbeing and encourages learning.
- To promote the health and wellbeing of the children, maintaining a high standard of hygiene and encouraging the children to do the same.
- To have a sound understanding of children's developmental needs including special needs and ensure these needs are met by creating a wide range of play activities individually and in groups.
- Motivate the children to become successful learners, have self-worth and become confident individuals.
- Promote positive behaviours in the children such as caring and sharing to encourage them to have a positive non-judgmental attitude towards themselves and others so they become responsible within their communities.
- Work as partners with parents offering them support advice and guidance and encourage them in their parenting roles.
- Be committed to our partnership with the Pre-school Education team, and provide a wide range of experiences which promote children's learning and development within the nursery setting, following the Curriculum for Excellence guidelines and Pre-Birth to three.

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.

What people told us

Before the inspection we sent out 12 questionnaires to be given to a sample of parents. Nine returned completed questionnaires to us indicating that overall they were happy with the care provided. Written comments reflected:

- "I am generally very happy with the service, myself and my husband feel confident about our child spending time at the service".
- "The service that is provided is second to none. The staff are great and always keep you up to date. They go out of their way to help if you require it and are always happy to help. The nursery was my first choice for both my children and I would always recommend to others".

We observed the children in both the nursery and the creche and saw that most children were settled and happy in the environment. Many children were learning English as an additional language and could not clearly express their views.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at the service's improvement plan and quality assurance processes as part of the inspection. These demonstrated the centre's priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	3 - Adequate
Quality of staffing	3 - Adequate
Quality of management and leadership	3 - Adequate

Quality of care and support

Findings from the inspection

We evaluated the quality of care and support provided by Fersands Family Centre Nursery & Creche as adequate.

We saw that good relationships were established between the centre staff, children and families. Interaction between the staff and the children was friendly, warm and supportive. As a result children were happy, confident and enthusiastic when coming into the nursery and creche and joining in the activities offered. Parents are beginning to be more involved in the centre and in their child's learning.

Pre-school children had much more involvement in planning using floor books and these showed that children's interests were being taken forward. They also showed children were developing their skills well in representing their thoughts in drawings. Children had more opportunities to engage with books, print and develop their listening and mark-making skills. They had more learning opportunities outdoors. However, routines constrained children's self-chosen activities, their access to the outdoor area and taking responsibility for

themselves. Staff need to continue to develop their observation and assessment skills to understand how to support and extend children's learning. **(See recommendation 1.)**

In the creche planning approaches had begun to improve. Staff were recognising that planning what toys to put out was not important and were more focussed on what children could learn and responding to their interests. As a result, children were engaged in sensory experiences and activities suitable for the children's age and stage of development. Children engaged well with singing action rhymes and a well delivered story-time with soft props that held the children's attention and developed their listening skills. The younger children could have been involved in making choices at snack and their social skills better supported if staff had sat with the children to serve the snack. The layout of children's learning journeys had been improved, however most written observations focussed on what children had been doing and only a few on what children were learning. **(See recommendation 1.)**

The manager and staff had begun to develop care plans; focussing on the key indicators for children's wellbeing Safe, Healthy, Active, Nurtured, Achieving Responsible, Respected and Included. However, these were not always completed well enough to be meaningful and impact on the right aspects of each child's individual care particularly in the creche. Staff had developed a good home link initiative of story bags, however, there was much more that they could do in the centre to support children to learn English as an additional language. Staff observations of children and information gathered were not taken good enough account of by the manager. The manager did not ensure that information was shared effectively to ensure children have the best start they can and are always safe and protected. **(See requirement 1.)**

Requirements

Number of requirements: 1

1. In order to ensure that children's care, welfare, and protection needs are fully supported. The provider must ensure:

- a) That robust personal plans be developed, in consultation with parents, to provide comprehensive information detailing how staff will meet children's care and additional support needs.
- b) The manager and staff implement effective procedures in securing support that individual children may need and recording the outcomes for children.

This is to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) Regulation 4(1)(a) - Welfare of service users.

Timescale: Within one month of receipt of this report.

National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 3: Health and Wellbeing and Standard 6: Support and Development

Recommendations

Number of recommendations: 1

1. In order that children achieve their full potential; The manager should support staff to continue to develop their understanding of observation, assessment and planning and supporting children's progression in learning.

National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 4: Engaging with Children

Grade: 3 - adequate

Quality of environment

Findings from the inspection

We evaluated the Quality of Environment provided at Fersands Family Centre Nursery & Creche as adequate.

The modern building provided two good-sized playrooms with purpose-built facilities for the children and direct access to an outdoor area. The environment was clean and well maintained.

Staff had developed the outdoor area to provide more interesting experiences for the children including a bug hotel, a mud kitchen, water wall and music wall. Children could gain more skills in investigation and problem solving if the music wall and water wall materials were not fixed and children could experiment and create their own designs. A wooden pallet, screws and tools had been recently introduced. This activity could also be further developed to introduce children to more design and technology skills by adding materials that children could make something with. **(See recommendation 1.)**

Indoor play areas were better set out to support children's imaginative play. There was a greater use of real and natural resources; for example real vegetables in the home corner. Basic sand play materials, however, offered little challenge to the older children. The collection of resources for heuristic play was too small and not well thought out to offer sufficient problem solving and investigation for the younger children. **(See recommendation 1.)**

Children were now safer in the centre environment. The handles had been changed on the playroom door and could not be opened without an adult. This ensured children could not exit the playroom without their parents supervision. As a result of an assessment of risks following an accident new safety guards had been fitted to doors to protect children's fingers from becoming trapped. Hygiene, toileting and children's hand washing were well-managed indoors and on an outing.

Risk assessments for the weekly 'wee green spaces' outing to the botanical gardens had not been updated for two years. This meant that changes to the local roads and traffic usage, or the individual children's needs had not been taken into consideration. Observations on the visit were that the route taken, the capacity of staff to manage the children and equipment carried and the area used in the gardens posed potential risks of harm to children which were not well-managed. **(See requirement 1.)**

Requirements

Number of requirements: 1

1. In order to protect children's safety, security and wellbeing

The provider must ensure that:

- a) risk assessments are meaningful and up to date in identifying risks to children and actions to minimise risks.
- b) well organised procedures are implemented to ensure children are safe travelling to and within outdoor wee green spaces.

This is to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) Regulation 4(1)(a) - Welfare of service users.

Timescale : Within one month of receipt of this report.

National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 2: A Safe Environment

Recommendations

Number of recommendations: 1

1. The manager and staff should continue to develop the resources to ensure children can choose from a stimulating and developmentally challenging range of active learning experiences.

National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 5: Quality of Experience

Grade: 3 - adequate

Quality of staffing

Findings from the inspection

We evaluated the quality of staffing provided at Fersands Family Centre Nursery & Creche as adequate.

Staff recruitment procedures in the centre were well-managed to reduce the risk to children from unsuitable staff. All staff were appropriately registered with the Scottish Social Services Council (SSSC) which also contributed to children being protected and staff working to a safe and appropriate code of practice.

The manager had ensured that new staff had read the centre policies and procedures, were well supported and had monitored practical tasks with children and given helpful feedback.

A focus on team work and positivity led by the manager through the supervision and appraisal process, had increased motivation within the staff complement. As a result staff felt that they were communicating more effectively and working better together as a team. Staff were successfully trying out new ideas, such as free flow use of the two rooms which was of benefit to the children's choice and independence. The pace of change had been slow. These ideas could be introduced more robustly to significantly improve children's quality of experience.

The pre-school room leader had recently implemented new ideas such as the mud kitchen as part of her degree course learning. Staff had also attended short courses and implemented new learning that had impacted positively; for example to give children a voice in influencing their play and learning through floor books. Staff were working well with the local authority to sustain and develop this. Story telling to the younger children had been enhanced by the use of supporting props following training. Staff had attended training and were developing their knowledge of curriculum for excellence and birth to three. They were beginning to learn about how children learn through schemas and different approaches to play, for example heuristic play. Staff did not yet have enough depth of knowledge of these approaches to support children's learning and development effectively and needed to continue to build their knowledge. **(See recommendation 1.)**

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The manager should ensure that staff continue to access a range of suitable training and development to enable them to implement high quality early learning experiences and enhance outcomes for children.

National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 12: Confidence in Staff and Standard 5: Quality of Experience

Grade: 3 - adequate

Quality of management and leadership

Findings from the inspection

We evaluated the Quality of management and leadership provided at Fersands Family Centre Nursery & Creche as adequate.

The manager had been in post for a little over one year and had worked hard to support team working and motivation within the centre. New recording systems had been designed to help support staff to deliver and improve children's care; staff were in the early stages of implementing these.

The manager had begun to lead staff in developing self-evaluation, reflection and peer review. However, the criteria for evaluation was not yet well-defined; national recognised performance indicators were not yet used. Observations were not yet sufficiently focussed on improving children's experiences or outcomes. Audits of

children's learning journeys had not provided effective feedback to effectively improve approaches. **(See requirement 1.)**

The manager had an insufficient knowledge of the context of the centre and working in partnership with children and their families. Procedures to protect children and keep them safe were not prioritised. There was confusion across the project about who was the child protection co-ordinator. Clear direction needed to be developed for staff about roles, responsibilities and lines of communication and reporting. These lines should incorporate a feedback loop to ensure that action is taken and checked. **(See requirement 2.)**

Requirements

Number of requirements: 2

1. In order that children receive their entitlement to high quality early learning experiences, care and support the provider must ensure that:

- a) The manager and staff develop and implement a robust plan to support improvements to children's learning, support and development.
- b) The manager develops a culture of self-reflection and evaluation that is focused on outcomes for children as set out in national best practice frameworks.
- c) The manager systematically monitors children's progress and centre developments that contribute to reducing the poverty-related attainment gap for children.

This is to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) Regulation 4(1)(a) - Welfare of service users.

Timescale: Within one month of receipt of this report.

National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 14: A Well-Managed Service, Standard 13: Improving the Service and Standard 6: Support and Development

2. In order to ensure children receive the appropriate support and protection they may need, the provider must ensure that:

- a) The manager and staff refresh their training in child protection awareness, policies and procedures and thoroughly understand their role and responsibilities.
- b) Communication is improved between the manager, staff and others and information is effectively shared on a need to know basis with confidentiality assured.

This is to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) Regulation 4(1)(a) - Welfare of service users.

Timescale: Within one month of receipt of this report

National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 14: A Well-Managed service, Standard 3: Health and Wellbeing and Standard 6: Support and Development

Recommendations

Number of recommendations: 0

Grade: 3 - adequate

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

The manager and staff should ensure the environment, routines, activities and experiences are responsive to children's stage of development and support children to be challenged and motivated in their play and to achieve their potential.

National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 5: Quality of Experience

This recommendation was made on 25 March 2015.

Action taken on previous recommendation

The manager and staff were working towards meeting this recommendation. Some improvements have been made to the environment, however, the pace of change was slow. Staff need to continue to develop their understanding about supporting children's learning.

This recommendation had not yet been met.

Recommendation 2

The provider and management team should provide staff with appropriate training, development opportunities, support and guidance to ensure all staff have the skills and knowledge for the role they are performing.

National Care Standards Early Education and Childcare Up to the Age of 16 - Standard 12: Confidence in Staff and Standard 13: Improving the Service

This recommendation was made on 10 August 2015.

Action taken on previous recommendation

Staff had attended some training that had increased their motivation and stimulated some ideas. However, staff did not yet have enough depth of understanding in relation to supporting children's learning and achievement to make enough impact on children's achievement.

The recommendation was not fully met and is restated.

Recommendation 3

The provider, manager and staff should further develop the procedures for monitoring and developing all aspects of the service to ensure continued improvements.

National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 13: Improving the Service

This recommendation was made on 10 August 2015.

Action taken on previous recommendation

The manager had begun to develop procedures for monitoring, however, these were not yet having enough impact. Objectives needed to be clearer and linked to improving outcomes for children through national guidance and priorities.

The recommendation was not met.

Recommendation 4

The manager should ensure that staff understand the new national child protection guidance and updated service policy together with relevant procedures and recordkeeping.

National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 3: Health and Wellbeing

This recommendation was made on 26 May 2016.

Action taken on previous recommendation

Child protection procedures within the centre were not well understood or working effectively. A requirement has been made in relation to this.

Recommendation 5

The provider and management team should monitor and review the staff complement and the way that staff deploy themselves to ensure that children's needs are fully met.

National Care Standards Early Education and Childcare Up to the Age of 16 – Standard 12: Confidence in staff and Standard 13: Improving the Service

This recommendation was made on 26 May 2016.

Action taken on previous recommendation

The recommendation was met.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings	
26 May 2016	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
7 Jul 2015	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
9 Mar 2015	Unannounced	Care and support	2 - Weak
		Environment	1 - Unsatisfactory
		Staffing	2 - Weak
		Management and leadership	1 - Unsatisfactory
12 Nov 2013	Unannounced	Care and support	4 - Good
		Environment	5 - Very good

Date	Type	Gradings	
		Staffing Management and leadership	4 - Good 4 - Good
1 Mar 2012	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good Not assessed Not assessed
17 Nov 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed Not assessed
17 Feb 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 4 - Good Not assessed
25 Mar 2009		Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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