

## Dyce School Nursery Day Care of Children

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Dyce  
Aberdeen  
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Telephone: 01224 772220

Type of inspection: Announced  
Inspection completed on: 20 September 2017

**Service provided by:**  
Aberdeen City Council

**Service provider number:**  
SP2003000349

**Care service number:**  
CS2003014424

## About the service

Dyce School Nursery is registered to provide a care service to a maximum of 60 children at any one time, aged from 3 years to those not yet attending primary school. During term time the nursery has morning and afternoon sessions, each three hours and ten minutes long.

Dyce Nursery has a large playroom, an outside garden and use of the school library and hall. The aims of the service include:

- to adopt a holistic approach to young children's learning
- respond to each child's changing developmental needs
- value a child's prior knowledge from home.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them.

There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI indicators.

Education Scotland undertook a visit to the service at the same time as the Care Inspectorate. Findings can be found on the Education Scotland website [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

## What people told us

Parents who were chatted to during the inspection were all positive about their child's experience at nursery. They found staff welcoming and helpful, but did not all feel they were clear about their child's learning and progress at nursery. They said their child was happy to come and enjoyed a wide range of activities, including access to the large outside area.

Parents comments on the questionnaires included "My child loves going to nursery", "The nursery has helped my daughter progress in learning and she finds it interesting to go". One parent wrote "Day to day communication of learning needs improvement as it is not clear what is being taught". Another said "Information on progress is not frequent but when asked for, feedback is provided".

Children were seen to be engaged with the activities which were on offer and had obviously made friends and were playing in groups. Children outside said they liked the bikes and the sandpit, as well as the climbing frame and slide. Children inside talked about their constructions and were building towers, while others were attending to the sick animals in the vets.

## Self assessment

The Care Inspectorate received a fully completed self-assessment document from the provider. The provider identified what it thought the service did well and gave examples of improvements they had made to the layout of the nursery playroom and the outside area.

The self-assessment clearly identified some key areas they believed can be improved and showed how the service intended to do this. The provider told us how the views of children and parents were taken into account

in the self-assessment process and how their feedback influenced the development of the plans for improving the service.

## From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	4 - Good
Quality of staffing	4 - Good
Quality of management and leadership	3 - Adequate

## Quality of care and support

### Findings from the inspection

The nursery was a welcoming environment for children and families, with staff taking time to get to know parents and children. A keyworker system helped to improve communication with parents and attachment for the children in the large setting. Staff were aware of the importance of Getting it Right for Every Child and the wellbeing indicators and had started to share these with parents through a wall display.

Staff were beginning to record and share children's learning with parents using online interactive learning diaries (ILDs). Children were given responsibility for adding to folders of their own work. Greater sharing of learning intentions was needed to help parents become aware of the learning which was taking place at nursery. There was little sharing of learning or learning intentions with parents or carers when they came to collect children, though meetings with parents were planned to improve communication and highlight the importance of the ILDs. **(See recommendation 1).**

Children were seen to be happy and settled in the nursery and able to choose from a wide variety of activities, both indoors and out. With the encouragement of staff they were learning to work together and building friendships. Healthy snacks were provided and children were assisting in preparing and tidying up at snack time. However, more independence and responsibility should be fostered and a greater differentiation between the ages and stages of children.

Children and parents had been involved in planning the improvements to the garden and their ideas were recorded and displayed. Mind mapping was used to gather children's ideas, but more children's mark-making was needed to record their input to discussion and planning. Drawing and mark-making would help to give children ownership and responsibility rather than attempts at inappropriate letter formation by children who were not developmentally ready.

Staff were aware of the importance of gathering and recording children's ideas and interests as the basis for planning, but the planning format did not make this link clear. Incorporating mind maps into floor books and using these to record children's views, interests, knowledge and learning would be one way to assist children to be more active participants in the process. The children need to become more aware of themselves as learners and take part in evaluating their learning. **(See recommendation 2).**

More opportunities for parental involvement and for sharing information on children's activities and learning should be available. Individual stay and play sessions could be offered, in addition to the whole group sessions. These would give parents greater flexibility to choose the length of stay and experience a

normal session, at a time which suited them. Displays should be used more effectively to share learning with parents and children and provide the basis for parents to have learning conversations with their child.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 2

1. Staff should improve communication with parents on all aspects of their children's learning.

### **National Care Standards Early Education and Childcare up to the age of 16 Standard 7: A Caring Environment**

2. Planning should be used more effectively to take forward children's interests and learning.

### **National Care Standards Early Education and Childcare up to the age of 16 Standard 5: Quality of Experience**

**Grade:** 3 - adequate

## Quality of environment

### Findings from the inspection

The nursery was large and bright with a variety of play spaces including construction, a home corner, sand and water play, art and a cosy book area. Children were able to move freely between the activities after they 'signed in' with their keyworker. They were also able to use the large outside play space for the majority of the session. Weatherproof suits and boots were available and the children were encouraged to be independent in getting ready for outside play.

The garden had been the focus of improvement work to increase the interest and learning opportunities available. With community and parental involvement a new mud kitchen had been created and the sit in sand pit brought back into use. Storage cupboards were child accessible and gardening tools and wheeled vehicles were freely accessible. An outdoor tap would now enable children to be more independent and further increase the learning opportunities. The range of resources for literacy and numeracy outside should be improved to ensure children's learning was further encouraged and supported during outside play.

The nursery had a large and well resourced construction area, which was well used. By contrast the spacious messy play area for art and playdough was a less attractive and inviting area. The vet role play area was also poorly resourced to build up links to literacy and numeracy. An audit of the space and how it was used would be a useful tool to identify what improvements could be made to boost children's creativity, literacy and numeracy throughout the nursery.

The nursery playroom adjoined the primary one class rooms and they shared a kitchen area. Despite this proximity there appeared to be few links across the early level. More joint working would assist transitions and increase challenge between the pre-school and primary one children.

Display within the nursery showed the story of the improvements to the nursery garden and examples of children's work. However, display should be used more effectively to communicate with parents and to celebrate children's achievements. The entrance area did not give a welcoming and informative approach for parents and children. Display should be used throughout the nursery to help share learning and support and encourage the role of parents in children's learning.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of staffing

### Findings from the inspection

The staff were motivated, hardworking and keen to improve the service for the children and families who used the nursery. Despite many of the staff team being relatively new, with most having been at the nursery for less than a year, there was evidence of effective team working and of improvements which they had made to the nursery.

The staff were reflective and met regularly to assess and evaluate their work. They had a wide range of experience from a variety of settings and sharing their views should support further improvements. They were already taking the lead on identifying areas of responsibility, which had a positive impact on the quality of children's experiences. For example, enhancing and improving children's learning experiences in the outdoor area.

Staff were undertaking regular observations and photos of the children for their ILDs. However, these were not sufficiently linked to the learning the children were making through these activities. Staff need to focus more on what children were learning from their activities and ways of maximising the learning opportunities through their planning.

Management and staff agreed there was appropriate in-service training available to develop their knowledge and practice. Staff were proactive about undertaking training and willing to take part in relevant training events. Staff maintained records of training they had attended in line with their Scottish Social Services Council (SSSC) registration, but they should now focus on putting training, such as 'Building the Ambition', into practice in the nursery to improve outcomes for children.

In the parental responses one parent wrote she found "The staff very approachable and supportive", another that my child is "Always given a warm welcome by staff and I feel completely confident in the care they give".

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 4 - good

## Quality of management and leadership

### Findings from the inspection

Management and leadership in the nursery had changed in the last 12 months and many planned improvements were still at an early stage. The acting head teacher and depute head had introduced a quality assurance plan to monitor the quality of children's progress in the nursery, but this had yet to impact on the provision.

Under the acting head teacher the school was taking part in an outdoor learning project where all the classes were assessing ways in which learning could be boosted by improvements to the outdoor environment. Nursery staff had taken part in initial training and whole school meetings, which will help to improve links between the nursery and the rest of the staff.

Although the nursery was included in the planned quality assurance monitoring visits for the school, as yet there had been limited monitoring and evaluation of the nursery by the management team. The management team should now carry out more regular monitoring of the nursery, including reviewing the impact of planning on the quality of the children's nursery experience. Staff should receive written feedback on strengths and areas to develop in order to improve the nursery. **(See recommendation 1).**

Staff and management should work together on evaluating the nursery using the quality indicators from 'How Good is our Early Learning and Childcare'. To do this effectively they need to gather feedback from parents and children on aspects of the nursery and the sharing of information. Parental responses prior to the inspection indicated that some of the parents felt they were not well informed about their child's progress at nursery and what their children were learning from the activities. The positive impact on the outcomes for children of greater parental engagement with their child's learning, highlights the importance of engaging parents at this stage.

Management actively encouraged nursery parents to engage with the parent council and there was a nursery parent on the council to help feedback parents' views. A Twitter feed with pictures of children's activities had proved popular with parents and a regular newsletter kept parents informed about whole school activities. Children were also to be involved more in building links with the wider community, including regular visits to a residential home for the elderly.

## Requirements

Number of requirements: 0

## Recommendations

### Number of recommendations: 1

1. The manager should develop the procedures for monitoring the work of the nursery to identify and audit the actions needed to ensure continued improvements.

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

**Grade:** 3 – adequate

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

## Previous requirements

### Requirement 1

Detailed personal plans must be in place, implemented and reviewed regularly to ensure children's health, welfare and safety needs are met.

**This is in order to comply with:**

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

**Timescale:** 1 month from the date of this letter.

**This requirement was made on** 5 October 2016.

### Action taken on previous requirement

Personal plans were in place for the children although they should further reflect children's development and learning, including any next steps which had been identified to progress their learning and development.

**Met – within timescales**

### Requirement 2

To meet the health needs of children the medication records must include all the necessary information to enable staff to administer and manage medication safely in line with the guidance given in 'Management of medication in daycare of children and childminding services'.

**This is in order to comply with:**

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

Timescale: Within 2 weeks of receipt of this letter.

This requirement was made on 5 October 2016.

## Action taken on previous requirement

Medication records had been updated to include necessary information. Parents should always sign to confirm they have been informed of any medication administered.

**Met - within timescales**

## Requirement 3

The nappy changing facilities should be reviewed to ensure the safety of children and staff. The nappy changing procedure should also be reviewed in line with Infection Prevention and Control in Childcare Settings.

This is in order to comply with:

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

Timescale: 1 month from the date of this letter

This requirement was made on 5 October 2016.

## Action taken on previous requirement

The nappy changing facilities had been improved in line with infection prevention and control guidance.

**Met - within timescales**

## Requirement 4

In order to prevent the spread of infection the storage of items within the toilet areas should be in closed containers.

This is in order to comply with:

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

Timescale: 1 week from the date of this letter.

This requirement was made on 5 October 2016.

## Action taken on previous requirement

All items were stored in closed containers.

**Met - within timescales**

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

### Previous recommendations

#### Recommendation 1

Risk Assessments should be carried out and recorded, taking into account identified hazards and balancing these against the potential benefits to children's learning from the activity.

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

This recommendation was made on 5 October 2016.

#### Action taken on previous recommendation

Risk assessments had been undertaken with the children last year and these should now be reviewed to take account of the needs of the new children.

#### Recommendation 2

The manager should develop the procedures for monitoring the work of the nursery to identify and audit the actions needed to ensure continued improvements.

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

This recommendation was made on 5 October 2016.

#### Action taken on previous recommendation

Procedures for auditing and monitoring the work of the nursery to ensure continued improvements should be further developed and this recommendation is carried over.

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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	
16 May 2016	Announced	Care and support	2 - Weak
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	2 - Weak
29 May 2015	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	4 - Good
		Management and leadership	3 - Adequate
29 May 2012	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
		Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good

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