

## Aboyne Primary School Nursery Day Care of Children

Aboyne Primary School  
Morven Place  
Aboyne  
AB34 5JN

Telephone: 01339 886638

Type of inspection: Unannounced  
Inspection completed on: 17 January 2018

**Service provided by:**  
Aberdeenshire Council

**Service provider number:**  
SP2003000029

**Care service number:**  
CS2003016303

## About the service

Aboyne Primary School Nursery registered with the Care Inspectorate on 1 April 2002.

This service is provided by Aberdeenshire council and is part of Aboyne Primary School campus. The service is provided from a purpose built nursery which has direct, secure access to the primary school building.

The service is currently registered to provide a care service to a maximum of 50 children aged from 2 years to those not yet attending primary school.

The service aims to work in partnership with parents and the wider school community to create a healthy safe and nurturing environment where children are respected, challenged and supported.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is 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 GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

## What people told us

During our inspection visits there were around 20 children present each session. The children were comfortable in the setting and when approaching staff with a question or observation. The children were fully occupied both indoors and outside with staff extending learning where appropriate.

The children included the inspector in their activities and one child explained how to navigate the touch screen computer game. The children were familiar with the activities and resources available, all of which were readily accessible to them.

Seventeen parents returned Care Standards Questionnaires (CSQs) before inspection and we had the opportunity to speak with a further six parents during our inspection. Parents told us that they felt welcome and comfortable in the service and that staff took into account their children's interests when planning.

Parent comment included:

- "The individual care my child has received has been fantastic. I am also very happy with the amount of reassurance and feedback I receive when I pick up. The nursery staff are doing a great job".
- "The new nursery setting is fantastic, my child loves it. The staff are always so welcoming, even to younger siblings, when dropping off and picking up".
- "Friendly, welcoming. Our child is always happy to attend and speaks fondly of the staff and other children".
- "Staff both support and welcome my child each morning. Planning and evidence is clearly displayed in the cloakroom and changed/updated regularly. Photographic evidence is great to see and shows my child's enjoyment during learning in the floor book".

- "My child loves how 'hands on' learning is through planting, baking, etc and weekly outdoor days. The profile is sent home during term and links photos to curriculum. Snack menu is always displayed in the cloakroom to ensure parents know what is served throughout the week".

## Self assessment

We had not asked the service to complete a self-assessment in advance of the inspection. We looked at the service's own improvement plan and quality assurance processes. These demonstrated their priorities for development and how they were beginning to monitor the quality of the provision within the service.

## From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	5 - Very Good
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

## Quality of care and support

### Findings from the inspection

Children and families received a warm welcome from staff at the beginning of each session and parents commented that staff always included younger siblings when greeting nursery children and parents. Families felt welcomed and valued.

Children enjoyed chatting with their parents about the photographic displays of past activities which were in the cloakroom and parents commented that there were also displays asking for parent contributions to future planning of activities. Parents felt included in their children's learning and that their contribution was valued.

Children, staff and parents recorded their thoughts and suggestions for future planning in big floor books which were available to parents and children in the cloakroom area. The books recorded the children's, parents and staff contributions to various topics and this information then influenced forward planning and the direction of children's learning. Parents told us that the photographic evidence was great to see and showed their children's enjoyment during their learning activities.

Staff were caring and nurturing towards children and appropriately supported children to develop their skills in understanding, investigation and problem solving, which included through imaginative play.

Each child had an individual profile folder which detailed how their learning and development was progressing and included links to the Curriculum for Excellence 3-18 showing which areas of the curriculum had already been experienced by the child. The folders were regularly taken home by parents who staff encouraged to record any information that would further support their child in their learning and development.

Some of the profiles contained effective, up to date observations of children which had been assessed and indicated how the service would meet the changing needs of individual children. However, in some files the

information had not been regularly or effectively assessed with the result that staff did not have an accurate, up to date assessment of all children's on going learning and development **(please refer to recommendation 1)**.

Staff spoken with indicated an appropriate knowledge in relation to child protection and the process should they have a child protection concern. This supported children's safety and wellbeing.

Children and parents influenced the healthy snack choices and staff supported children to be involved in the snack process which included preparing and serving snack. This promoted children's independence and self-help skills.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. In order to appropriately support children's learning and development, all staff to ensure effective, recorded observation, assessment and next steps in learning for all children which then influences forward planning for individual children.

National Care Standards Early Education and Childcare up to the age of 16. Standard 4: Engaging with Children and Standard 6: Support and Development

**Grade:** 4 – good

## Quality of environment

### Findings from the inspection

This was a new purpose built nursery with a secure entry system which was effectively operated by staff. Staff were available at the nursery classroom doorway when children were being dropped off and then again at the end of the session to ensure children left with an appropriate, responsible adult.

The playroom, toilets and kitchen areas had plenty natural light and enough space for children to move around freely and safely. The environment had been designed both inside and outdoors to support children's safe, independent access to resources which promoted children's self-confidence and self-help skills.

The service had a comprehensive range of resources and was in the process of gathering feedback from children, parents and staff about the purchase of additional outdoor items to further enhance the provision.

Staff role modelled safe procedures and supported children to learn about safety and risk in accordance with children's individual levels of development. Children were safe but not overprotected and made considered decisions about their own safety both inside and outdoors. Children played outdoors every day and enjoyed a 'Forest Session' once a week when they spent the whole session outdoors enjoying the woods and open spaces.

Children were involved in their learning, fully occupied with activities and accessed the outdoor play space on a daily basis when their whole class used the space. We discussed with staff how the provision could be further enhanced by supporting children's regular independent access to the secure outdoor play space.

Children enjoyed the independent choice of activities both inside and outdoors and staff demonstrated awareness of when to allow children the space to direct their own learning and when to support children by staff extending learning.

Children experienced opportunities to prepare snack and bake, with staff actively listening to children's thoughts and opinions and appropriately supporting learning.

Best Practice documents discussed:

Care Inspectorate, The Hub: My World Outdoors: [http://www.careinspectorate.com/images/documents/3091/My\\_world\\_outdoors\\_-\\_early\\_years\\_good\\_practice\\_2016.pdf](http://www.careinspectorate.com/images/documents/3091/My_world_outdoors_-_early_years_good_practice_2016.pdf)

Scottish Government: Loose Parts Play toolkit  
<http://www.inspiringscotland.org.uk/media/58451/Loose-Parts-Play-web.pdf>

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of staffing

### Findings from the inspection

Staff were effectively deployed to meet the needs of the children which included one staff who came into nursery to specifically cover the lunch period. With the extended nursery hours this ensured enough staff present to meet children's individual needs

Staff were caring and supportive of children, encouraged children to contribute their thoughts and opinions and actively listened. This promoted children's confidence and self-esteem.

The most recently employed staff described the safer recruitment process undertaken by Aberdeenshire Council and records indicated that they had appropriate qualifications and experience relevant to the roles they held within the service. This supported promotion of good outcomes for children including their safety.

Staff were appropriately registered with the Scottish Social Services Council (SSSC) in accordance with the roles they held. All social service workers require to be registered and regulated by this professional body. The aim of this organisation is to promote and regulate education and training and raise the standards of practice by social service workers, promoting good outcomes for the children in their care.

Staff demonstrated awareness that as social care workers they required to undertake a minimum number of hours training and development during their period of registration with SSSC. Staff had undertaken regular training and development maintaining up to date knowledge which positively influenced their practice and supported improving outcomes for children.

Staff had good knowledge of the support needs of the children in their care and maintained appropriate up to date personal plans for children requiring additional support.

Whilst some children's records indicated staff had undertaken effective and consistent evaluation of learning and development which then influenced forward planning for individual children, this was not consistent for all children. Please refer to The Quality of Care and Support and recommendation 1 for further information.

Staff were now involved in regular team meetings which included training and development and had regular discussion with senior staff. Staff were receiving improved support.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of management and leadership

### Findings from the inspection

There had been a lot of change during the previous year including moving to a new purpose built nursery integrated with the primary school. Two lead practitioners had been appointed to supervise the combined nursery classes and additional, experienced staff had been appointed in anticipation of the increase to the number of children using the nursery.

Nursery parents received regular information about the nursery and their children, including using a private Facebook page, and were included in communications from primary school, all of which generally kept them well informed. Parents confirmed to us that communication had improved over the last year and that they felt more involved in the nursery and in decisions that were being taken in respect of forward planning for the setting.

We could see that during the year staff had reviewed and assessed various areas of the provision and implemented improvement/change where appropriate. The nursery staff invited regular feedback from the children and parents whose responses influenced forward planning for the children and the nursery.

Nursery improvement was included as part of the whole school development plan with nursery and the primary school also having regular contact and involvement with each other, this included regular visits to assembly and a comprehensive induction to Primary 1 for the pre-school children.

While referencing the whole school improvement plan, the nursery now also maintained a nursery specific improvement plan.

The overall school plan currently included:

- Regular collaborative planning meetings embedded into practice
- Regular feedback at open events, parent consultations, social media.

The nursery specific plan currently included:

- Key workers - smaller groups of children
- Evaluation daily - create sheet for all staff to add to regularly.

As the improvement plans were becoming embedded we could see that identified improvements were beginning to be implemented and sustained.

The staff team worked well together and had made a good start to regular evaluation and implementation of identified improvement.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

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

## Previous requirements

### Requirement 1

In order to ensure that the ongoing health, welfare and safety needs of each child are met the provider, management and staff must ensure that each child's personal plan is fully completed and implemented, agreed as accurate and signed by a parent. These plans to include, but not exclusively:

- Detailed information identifying each child's ongoing, changing, care and support needs
- This information to be reviewed with a parent when a child's care and support needs change and at least every six months
- Accurate symptoms for when 'as required' medication is to be administered and a regular, timely review of required medication/medical support.

This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI2011/210) - regulations 4(1)(a) and 5(2)(a)(b)(c)(d).

Timescale: Within three months of receipt of this report.

**This requirement was made on 30 August 2013.**

### Action taken on previous requirement

The service now had appropriate information recorded indicating children's changing care and support needs, including medication, which was reviewed at least every six months.

**Met - within timescales**

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

### Previous recommendations

#### Recommendation 1

In order to promote good outcomes for the children in their care, the provider and management to ensure staff are appropriately supported to effectively and consistently assess the development and learning of each child and then evaluate this information to plan children's individual next steps in learning and development. This information to then be shared with the child and parents.

National Care Standards Early Education and Childcare up to the age of 16. Standard 4: Engaging with Children and Standard 14: Well-Managed Service

**This recommendation was made on 30 August 2013.**

#### Action taken on previous recommendation

Whilst some children's records indicated effective and consistent assessment of development and learning with evaluation and recorded next steps in learning for individual children, this was not consistent for all children. This recommendation has not been fully actioned. Please refer to Quality of Care and Support for further information.

#### Recommendation 2

In order to support good outcomes for children, the provider and management team to ensure that they employ effective strategies in relation to supporting all nursery staff, particularly during this period of profound change.

National Care Standards Early Education and Childcare up to the age of 16. Standard 12: Confidence in Staff and Standard 14: Well-Managed Service

**This recommendation was made on 30 August 2013.**



**Action taken on previous recommendation**

Staff now undertook regular team support meetings, training and development and had regular discussion with the nursery manager and head teacher. Staff were receiving improved support. This recommendation has been actioned.

**Recommendation 3**

In order to support good outcomes for children and their families, the provider, management and staff to ensure the regular and effective assessment and improvement of the overall nursery provision. The provider, management and staff to ensure that they implement regular, effective quality assurance strategies which involve everyone with an interest in the service, including but not exclusively, the children, parents and staff.

National Care Standards Early Education and Childcare up to the age of 16. Standard 13: Improving the Service and Standard 14: Well-Managed Service

**This recommendation was made on 30 August 2013.**

**Action taken on previous recommendation**

The nursery was included where appropriate as part of the whole school improvement plan and also maintained a nursery specific improvement plan. These plans were being effectively implemented and influencing improved outcomes for children. This recommendation has been actioned.

**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	
30 Aug 2016	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	3 - Adequate

Date	Type	Gradings	
6 Jun 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
28 Sep 2010	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
20 Mar 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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