

Aberfoyle Primary School Nursery Day Care of Children

Lochard Road
Aberfoyle
Stirling
FK8 3SZ

Telephone: 01877 382278

Type of inspection: Unannounced
Inspection completed on: 15 March 2018

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Care service number:
CS2003043668

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Aberfoyle Primary School Nursery is a Stirling Council service registered to provide early learning and childcare to a maximum of 30 children aged from three years to those not yet attending primary school. The service operates Monday to Friday during school terms and is currently offering flexible placements so that children and their families benefit from their entitlement of 600 hours early learning and childcare. The service is situated in the school grounds in a building separate from the main school. The primary one class is also in this building and the primary one children and the nursery children share the same toilet facilities. The nursery has its own sizeable enclosed garden to one side of the premises and children are able to access this directly from the nursery playroom.

The values, vision and aims of the service include:

"Respect; honesty; determination; responsibility and kindness. At Aberfoyle we strive to provide caring secure surroundings where expectations are high and we have opportunities to learn together for the future." A full statement of the values, vision and aims are available from the service on request.

We wrote this report following an unannounced inspection. This was carried out by two inspectors on Wednesday 14 and 15 March 2018. Feedback was delivered to the head teacher and the senior member of staff at the end of the inspection process.

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

Children were happy and confident in the setting. They made choices about the activities they wanted to be involved in including making crowns, reading stories and dancing and singing with their peers. When asked about what they enjoyed they said:

"I made a crown today and yesterday."

"I like playing with my friends."

When asked what the staff did they said:

"The ladies help us and work."

They told us that they went for walks, to the playground and in the garden. When asked how they stay safe they said:

"Need to go in a straight line."

We talked with five parents who commented positively about the service. In particular they said that children benefitted from the nurturing environment and nurturing staff who supported children with transitions from home to nursery or nursery to school. They said that children's individual needs were supported well and that there were good links with other professionals working together to support children to achieve their potential.

We sent out care standard questionnaires to be distributed by the service. Five completed questionnaires were returned highlighting parent satisfaction with the service. Comments included:

"You are always made to feel so welcome in the nursery & are invited to observe/become involved in what our child is doing. The children are exposed to a wide variety of learning experiences & have a say in what they do. Staff keep immaculate records of learning taking place documenting most things in their literacy, numeracy or health and wellbeing journals."

"The staff are fantastic with my son. He had a lot of trouble settling in to the rules and regulations in a classroom environment to begin with so they made a clear plan to help with this process without overwhelming him. Because of the excellent way they handled this he has always enjoyed attending nursery."

One parent highlighted an area for improvement. They said:

"Outdoor play area has reduced (sale of part of land by council) Since we started using the service staff do best with space available. Not aware of using park (distance away for sessions so understandable) No library - unsure if they use mobile library. Wouldn't say child has an individual plan that I know of but they do meet her needs & I am very happy with service"

Self assessment

The service had not been asked to complete a self-assessment in advance of this inspection. We looked at the improvement plan for the service which demonstrated clear priorities for improving outcomes as well as progress being made.

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	4 - Good

What the service does well

The service responded to the needs of families and supported children to achieve their potential to a good level.

Supporting children's transitions well resulted in staff delivering responsive care and support. Parents said that they were well supported throughout the process that ensured children felt safe and secure. Effective communication enabled information to be shared about children's routines, individual needs and interests. Staff were sensitive to the needs of individual children by, for example, developing strategies that supported children to settle into the service minimising anxiety for them and their parent or carer. Parents said, "staff keep immaculate records of learning taking place documenting most things in their literacy, numeracy or health and wellbeing journals." They said they had opportunities to meet with key staff to discuss children's progress and that children's learning and achievements were shared with them as a result.

Children benefitted from effectively planned experiences. They were engaged in a range of activities that stimulated their natural curiosity, learning and creativity. For example, the outdoor space provided opportunities for children to be creative using the willow den and sand, having early science experiences through using the planting area and open ended play with loose parts and being active when climbing on the logs. Children's interest in reading books was supported by regular visits from the mobile library service. Children enjoyed their visit collecting books that related to the planned topics. Their learning was being supported as a result.

We found that general practice in the areas of managing medication and recording accidents and incidents were managed well. Staff were aware of their responsibilities to protect children in their care and had regular training to refresh their skills and knowledge in the protection of children.

The senior management team was committed to improving outcomes for children and families in the setting. Self-evaluation systems and processes were in place with the recent introduction of How Good is our Early Learning and Childcare. Planned improvements highlighted through the nursery improvement plan included monitoring learning/teaching environments through quality observations; gathering children's views through consultations to inform planning and to agree on a new revised timetable of the structure of the day.

Staff told us that they felt supported by the senior management team. Systems were in place to monitor the quality of staff practice including observation of children's experiences and the quality of staff interactions. Staff meetings supported the planning of experiences for children and enabled some professional dialogue to support staff including for example, some reflection on practice using Building the Ambition. Systems and processes were in place to support students including induction, supervision, mentoring and support. The student present benefitted from some positive role modelling of good practice.

Awareness of staff interests and skills resulted in some distributed leadership with staff taking ownership of taking aspects of the service forward. For example, responsibility for developing numeracy in the service included access to relevant training and the development of a measuring box to support children's learning.

What the service could do better

Literacy, numeracy and health and wellbeing journals were maintained for each child. They showed the experiences children benefitted from and some of their progress and learning as a result. We discussed how personal plans could be further developed. For example, we agreed that they should show how children and families are involved in their development and that they should be child friendly and easily understood with a holistic approach to showing and planning how children's next steps will be supported.

Children had access to a nurturing environment including indoor and outdoor space that supported their learning. Parents said that they enjoyed helping with trips to the forest. We suggested ways that the indoor and outdoor area could be evaluated and developed to improve outcomes for children including how to use the space creatively and more regularly. For example, the use of loose parts and natural resources could be extended.

Staff accessed continued professional development opportunities. We would support continued opportunities for staff to undertake a training needs analysis. We suggested that training opportunities could include positive behaviour management and would support effective questioning being developed further in the service.

The senior management team was in the early stages of supporting staff to reflect on practice through team meetings, training and professional dialogue. We would support continued reflective practice, peer monitoring and coaching to further develop and support improvement of practice in the setting.

The improvement plan highlighted areas for improvement including the need to continue to develop approaches to embed self-evaluation in practice using a range of recognised good practice guidance, tools including the Health and Social Care Standards. We discussed how children and parents or carers could be involved in evaluating the quality of the service, for example, children's involvement in evaluating their experiences in the floor book using the wellbeing indicators.

We suggested that policy and procedure needed to be reviewed and developed to ensure they provided an indication of expected practice fully informing the reader about the service.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

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
16 Jan 2015	Unannounced	Care and support
		Environment
		Staffing
		5 - Very good
		5 - Very good
		5 - Very good

Date	Type	Gradings	
		Management and leadership	5 - Very good
17 Jan 2012	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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