

Sandhaven School Nursery Day Care of Children

High Street
Sandhaven
Fraserburgh
AB43 7EQ

Telephone: 01346 518202

Type of inspection: Unannounced
Inspection completed on: 29 March 2018

Service provided by:
Aberdeenshire Council

Service provider number:
SP2003000029

Care service number:
CS2003015727

About the service

Sandhaven School Nursery has been registered since 2002. It is registered as a Day Care of Children service to provide care to a maximum of 20 children from the age of 3 years up to those not yet attending primary school.

Sandhaven school nursery is accommodated in an annexe building adjacent to Sandhaven Primary School. The school is located in the village of Sandhaven on the outskirts of the coastal town of Fraserburgh, Aberdeenshire. The children have access to a playroom with a kitchen area and integral toilets. There is a concreted outdoor play area. The nursery make good use of the local environment and frequently visit a small wooded area close to the school.

Aims of the service include being committed to "provide a caring approach which will ensure that all our pupils are happy, included and secure in their learning environment allowing them to achieve their full potential".

What people told us

For this inspection we received four Care Standards Questionnaires (CSQs) and we spoke to three parents and carers. Responses indicated that parents were happy with the service, commenting positively about the welcoming school ethos and the care and support their child was given. Parents spoke positively about the stimulating activities on offer and the progress their child was making. Comments included:

"The staff always make sure children and parents are always included in all aspects of learning and development. Also the head teacher is very good at making everyone feel welcomed and included".

"I cannot praise Sandhaven Nursery enough. My child has thrived and thoroughly enjoyed their time at nursery".

"The staff at the nursery always do a great job. They always have my child's best interest and wellbeing in all that they do".

There were approximately 16 children present during the inspection. The children were engaged with the activities on offer and played happily together. They told us:

"I like playing with the babies. I like to change their clothes".

"I like drawing. I am going to draw a picture for my mummy".

"We have learning about diggers".

"I love coming to nursery".

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at their own improvement plan and quality assurance processes. These demonstrated their 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	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

Management and staff had worked hard to ensure children and their families were welcomed and included. Parents were regularly invited to stay and play sessions and were encouraged to help at weekly trips to the woods and during other outings. This had helped develop a very positive ethos where parents felt comfortable to share information with staff.

To support the children's overall health and wellbeing, personal plans were regularly reviewed with parents to ensure the information remained current and up to date. Staff had worked with parents and other agencies to develop clear strategies to meet the needs of children who required additional support. Children with English as an additional language were well supported. For example a specialist teacher provided support and diaries and photographs of the children at play were regularly sent home. This helped children and their families feel included and welcomed.

To support the safe administration of medication, children's medical needs were recorded and reviewed with parents. Medication was stored safely and the information was displayed to support staff effectively meet children's needs.

To safeguard and protect children, staff had attended annual child protection training and had a good understanding of possible signs of abuse and the correct procedures to follow if concerned. Any concerns were recorded in chronologies and reported to senior management.

To help children achieve and learn, staff planned activities which were responsive to the learning needs and interests of the children. For example, children had visited a local construction site and were now using their knowledge and skills to draw building plans and make structures in the nursery. This helped develop their numeracy and problem solving skills. Next steps for children were used to inform planning and floor books were used to evaluate any progress. This previous recommendation had been met.

As previously recommended, children were more involved in helping to pick snack menus which were healthy and nutritious. They were encouraged to be independent, help prepare snack and serve themselves.

Children were kept fit and healthy with daily outdoor play opportunities.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 – very good

Quality of environment

Findings from the inspection

The nursery was accommodated within an annexe building in the grounds of Sandhaven Primary. However, there was not a secure entrance to the building to protect children and keep them safe. As a result, children were not able to independently access the outdoor play area. The manager advised that the provider was in the process of securing the building.

The indoor learning environment had undergone some changes to help support open-ended, investigative play. For example, the construction area was inviting with a selection of resources to plan, measure and build structures. During inspection, children added cranes, diggers and lorries to the area. Some loose parts had been introduced into the play dough area and children enjoyed using bowls and spoons in a creative way. However, the environment was very cluttered and busy with numerous tables and chairs. We discussed various ways to help make it more spacious for children to play safely.

The outdoor environment was concreted and unattractive. The playground could be easily accessed by the community and regularly suffered from vandalism. This restricted the type of resources available to the children. The manager advised the provider was going to increase the size of the fence to help prevent vandalism and they were looking at options to make the ground surface safer for children to play.

There were some outdoor resources to support creativity and to help develop physical skills. These included a mud kitchen, wheeled toys and some woodland branches. We discussed developing the outdoor learning experience with more loose parts and opportunities to further support learning in literacy and numeracy. The documents My World Outdoors and Loose Parts Toolkit gives examples of inexpensive outdoor play opportunities. This can be found at: <http://hub.careinspectorate.com/>

Staff were very passionate about using the local woodland area to support children's learning. Children were able to climb trees, build fires and explore freely. Risk benefit analysis was used to support risky play and children were aware of keeping safe. The nursery children had also visited the local beach and explored the rock pools. This helped the children get to know their local environment and help them grow into responsible, confident individuals. The children used the school hall for PE sessions which helped them feel included and part of the whole school environment.

Good practice infection control procedures were in place to keep children safe and well. Children washed hands before eating and after outdoor play and were appropriately supervised. The toilets were very clean throughout the session and the children were encouraged to be very responsible and respectful of their environment.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

There had been some recent staff changes in the service. Staff were working together to help meet the needs of the children. We noted they took turns supporting snack and reading stories. They were very willing to help each other and share their knowledge and skills. For example, a record of professional development was shared to show how best to record any learning experiences and the impact made on their practice. As a result, professional learning records were beginning to help staff identify future learning needs. This should be continued.

Staff were warm, caring and used praise to develop children's confidence and self-esteem. They should now develop their questioning skills to help facilitate play and develop children's learning.

Staff were enthusiastic and committed to further develop their knowledge and understanding to improve outcomes for children. For example, they had attended recent training opportunities on observations and developing next steps for children. This was evident in the meaningful observations which were recorded and used to inform planning. All staff had undertaken core training to support the overall welfare of the child.

Staff would benefit from having leadership roles relevant to their strengths and experience. This would help staff feel valued and respected and included in making improvements to the service. The manager agreed to discuss this with staff.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

The manager was new and had worked very hard to make improvements. Regular meetings were held to support the day to day running of the service and to discuss any issues. As a result, staff spoke positively about the support given by both the manager and the principal teacher who regularly visited the service.

Staff had used the document How Good Is Our Early Learning and Childcare to support their self-evaluation. Their ideas were recorded in a floor book and this showed areas they were doing well. However, there was not enough identified areas for improvement. We discussed the manager further supporting staff with self-evaluation.

The nursery was included in the school improvement plan which focused on areas including involving stakeholders and using the technology to support learning. This was evident through the welcoming ethos and the recent installation of a whiteboard.

The manager had developed a quality assurance calendar and had successfully focussed on building trusting relationships with her staff. As previously recommended, formal playroom observations and staff monitoring had not taken place yet but were to be introduced soon **(see recommendation 1)**.

The nursery used various strategies to involve parents and children in making improvements to the service. For example, parents received regular newsletters, invited to make comments and were encouraged to join the parent council. Children's ideas and interests were gathered using floor books and used to plan activities.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To support improvement to the service and improve outcomes for children, Sandhaven School Nursery must ensure that the service uses a robust monitoring system to effectively monitor the quality of work of each member of staff and the service as a whole.

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

Grade: 4 - good

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

To encourage children to make healthy menu choices, the document Setting the Table should be used to plan nutritious snack menus.

National Care Standards Early Education and Childcare up to the age of 16. Standard 3: Health and Wellbeing

This recommendation was made on 26 October 2016.

Action taken on previous recommendation

Children were more involved in helping to pick snack menus which were healthy and nutritious. They were encouraged to be independent, help prepare snack and serve themselves. Therefore this recommendation had been met.

Recommendation 2

To support children to progress, nursery planning should be further developed to fully show meaningful learning experiences, next steps and evaluation.

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

This recommendation was made on 26 October 2016.

Action taken on previous recommendation

The manager, principal teacher and staff had worked well together to develop planning systems to support the needs of the service and improve outcomes for children.

Staff now planned activities which were responsive to the learning needs and interests of the children. Next steps for children were used to inform planning and floor books were used to evaluate any progress. This recommendation had been met.

Recommendation 3

In order to support improvement to the service and outcomes for children, staff should ensure their training records:

- are up to date
- record the event
- evaluate the training
- show how the training has impacted on practice.

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 October 2016.

Action taken on previous recommendation

Staff were supporting each other on how to record their professional development. Some records showed the learning gained and the impact this had made on their practice. During inspection, staff were beginning to develop more in-depth records. Therefore this recommendation had been met but this good practice should be continued.

Recommendation 4

To support improvement to the service and improve outcomes for children, Sandhaven School Nursery must ensure that the service uses a robust monitoring system to effectively monitor the quality of work of each member of staff and the service as a whole.

National Care Standards for 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 26 October 2016.

Action taken on previous recommendation

The manager had developed a quality assurance calendar but formal playroom observations and staff monitoring had not taken place yet. Therefore this recommendation had not been met and has been restated.

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
28 Oct 2016	Unannounced	Care and support 4 - Good Environment Not assessed Staffing Not assessed Management and leadership 3 - Adequate
29 Oct 2013	Unannounced	Care and support 4 - Good Environment 4 - Good

Date	Type	Gradings	
		Staffing Management and leadership	5 - Very good 4 - Good
29 Nov 2012	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 4 - Good 3 - Adequate 3 - Adequate
27 Mar 2012	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate Not assessed Not assessed 3 - Adequate
25 May 2009	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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