

Mill O'Forest School Nursery Day Care of Children

Woodview Place
Stonehaven
AB39 2TD

Telephone: 01569 763561

Type of inspection:

Unannounced

Completed on:

21 June 2018

Service provided by:

Aberdeenshire Council

Service provider number:

SP2003000029

Service no:

CS2006137686

About the service

Mill O'Forest School Nursery has been operating since November 2006 and registered with the Care Inspectorate since the Care Inspectorate was formed in 2011. The service is provided by Aberdeenshire Council. It provides a day care of children service for a maximum of 45 children aged three years to entry into primary school or to provide a care service to a maximum of 45 children from age two years to entry into primary school, of which a maximum of 10 children may be in the eligible two-three years age range. The staffing ratio will be 1:8 for children aged three to entry into primary school and 1:5 for children aged from two-three years.

The service operates from a dedicated area within the school. The nursery has a separate entrance area which is secure and welcoming. Children have access to a large playroom with kitchen and snack facilities. Free flow access to an outside garden allows children to choose where they would like to play. Other areas of outdoor space are used well and include a mud/nature garden and an outside atrium area.

The aims of the service included:

- Achievement: To ensure that all members of our school community are encouraged to achieve all they can and that such achievements are recognised and celebrated (Article 29).
- Health and Wellbeing: To ensure the physical, social, mental and emotional health and wellbeing of pupils and staff (Article 24).
- Partnership: To seek opportunities for parents and all members of the school community and wider community to be involved in the life of the school (Article 18).
- Reflection: To create a whole school culture of self evaluation focussing on improvement (Article 12,13).

The Care Inspectorate checks 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 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.

What people told us

There were approximately 32 children present at the time of the inspection aged from two to five years. On our visit Nursery Sports Day had been cancelled due to weather conditions, however this did not affect the children's play and learning experiences for the day. We observed the children and saw that they were happy and relaxed in their play and enjoyed opportunities to experiment with paint and water to make 'volcanoes' outdoors.

We talked to the children about their experiences some of their comments included:

"Look what I made", when experimenting with the paint and water outdoors. "I'm not sure what colour it made, it's a bit like blue".

"We're painting the house look. This will need a paint."

Snack helpers told us about their task. "We are getting ready for snack. This is all who are here today. We have to make sure everything is ready."

"I have milk for snack. I love milk."

"We made our own playdough."

"We are making cupcakes" (during pretend play with the playdough). "It's really hard. We have to work hard."

Ten parents returned completed questionnaires to us before the inspection. We also spoke to six parents as they dropped off and collected their children. All told us that they were happy with the service provided. Comments from parents included:

"All staff are welcoming and happy."

"I am very pleased and happy with the standard of care at this nursery."

"Nothing is too much bother."

"I feel that the staff are helpful. And that there is a good range of well thought out activities and resources."

"The staff have been great at helping [my child] settle into [their] new surroundings and have encouraged [them] to make lots of lovely friends."

"The setting continues to learn Makaton, languages and physical skills rather than only being a one-off topic."

"Our child has additional needs and they have ensured a safe and friendly environment which has helped [them] settle in."

One or two parents indicated that they did not agree or were unsure if staff worked with children and parents to develop a support plan. Similarly if children were encouraged to form positive relationship with other children. We looked at these aspects of care as part of the inspection and have included our findings in the report.

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	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

Staff were welcoming and caring towards children and families and as a result had built positive relationships. They worked closely with other agencies to help meet the needs of individual children. We observed staff use individual approaches to children's care and develop effective support plans. Makaton sign language had been introduced and was used throughout the nursery with all children. Staff used communication methods that met

individual children's needs. This created a warm atmosphere that encouraged all children to care for each other, build friendships, feel secure and build self esteem.

Staff demonstrated appropriate knowledge and awareness of how to keep children safe and protected following the correct guidance and procedures. This created a safe and secure environment for children to learn and develop.

Since their last inspection the nursery had developed a rolling snack approach. Staff had identified the benefits to children as a result. Snack was a sociable time where children developed skills of independence in helping to prepare and serve their own food and drinks. Staff and children were aware of individual dietary requirements and strategies were in place to minimise the risk of cross contamination. This meant that children were safe and healthy.

Daily opportunities were available for outdoor play. During our visit children enjoyed using a variety of spaces and play outdoors. Parents spoke about the benefits of 'Wellie Wednesday'. Staff used this approach to work with parents and introduce messy outdoor play throughout the year. This helped build confidence in parents surrounding the benefits of outdoor play for children.

Children were supported well during transitions to and from nursery. Children moving on to Primary 1 experienced a comprehensive programme of activities. On the day of our visit this included playtime in the playground with older children and a visit to meet the school pupil support assistants (PSAs). Children were keen to talk about their experiences and how the primary one children had "come to visit" and "we could ask them lots of questions". This was all recorded in a floor book which helped children talk about any feelings they had. New children joining nursery had opportunities to visit individually with their parents. The opportunity to play and explore the nursery allowed children to become familiar with their new surroundings and build relationships with staff. This helped children feel safe and secure.

Staff listened to children and had a variety of methods to gather and record the child's voice. Individual and class interests were used to plan for future activities which included learning and development opportunities to meet identified next steps for children.

Weekly team meetings supported staff to be well informed and involved with the service delivery and gave opportunities to discuss how children's ongoing needs would be met. Lead practitioners were encouraged to have a role in quality assurance and ongoing developments within the nursery. Time had been secured for lead practitioners to carry out these roles and meet with the head teacher and senior staff. As a result staff had ownership over the direction of progress of the nursery and were involved in ongoing evaluative practice. This helped staff feel valued and respected.

Staff were well supported by the head teacher and senior staff. Review and development meetings helped staff identify additional training needs. This helped create an ethos of continuous development within the nursery.

A quality assurance calendar allowed the head teacher and senior staff to review areas of staff practice and service delivery and support improvement. This was linked to national guidance documents 'How Good Is Our Early Learning and Childcare' and 'Building the Ambition'. This meant that staff were well supported to care for children.

What the service could do better

Medication was stored safely and staff were aware of any known allergies and medical needs. However, the systems in place to record the administration of medication did not follow the correct guidance. We discussed the need to review these against the correct guidance.

Medication guidance can be found here: <http://hub.careinspectorate.com/media/189567/childrens-service-medication-guidance.pdf>

The head teacher and staff explained that systems for recoding children's observation and next steps for learning would be changing to an online system. This may have many benefits however we highlighted areas of current good practice and advised that careful monitoring should be in place to ensure that quality is not only maintained but continues to improve as a result

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
10 Mar 2016	Unannounced	<div>Care and support</div> <div>Environment</div> <div>Staffing</div> <div>Management and leadership</div> <div>5 - Very good</div> <div>5 - Very good</div> <div>5 - Very good</div> <div>5 - Very good</div>
23 Jan 2013	Unannounced	<div>Care and support</div> <div>Environment</div> <div>Staffing</div> <div>Management and leadership</div> <div>5 - Very good</div> <div>5 - Very good</div> <div>5 - Very good</div> <div>5 - Very good</div>

Date	Type	Gradings	
5 Jun 2009	Unannounced	Care and support	5 - Very good
		Environment	6 - Excellent
		Staffing	5 - Very good
		Management and leadership	6 - Excellent

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