

Freuchie Primary School Nursery Day Care of Children

Lomond Road
Freuchie
Cupar
KY15 7HF

Telephone: 01334 659416

Type of inspection:

Unannounced

Completed on:

31 May 2018

Service provided by:

Fife Council

Service provider number:

SP2004005267

Service no:

CS2003015919

About the service

The service was registered with the Care Inspectorate on 1 April 2011.

Freuchie Primary School Nursery is registered to provide a care service to a maximum of 20 children per session from the age of three years up to an age to attend primary school. The children may have access to the following areas of the premises:

Nursery room, toilet facilities, primary area music room, church hall (gym area)

The service is provided from a dedicated room within the school with direct access to their own fenced garden within the school playground.

The nursery aims included:

- "Promote and provide opportunities for independence and responsibility
- Give leadership opportunities to build independence and curiosity
- To foster creativeness by building on interests of the learner in a child centred way
- Encourage to experiment and explore to further their own learning
- Encourage communication skills to develop through a wide variety of social experiences appropriate to their own needs
- Promote resilience in our learners to build confidence and foster creativity."

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

We spoke to several children and observed their play both indoors and outdoors. Children presented as happy and secure. Children were very confident and independent and chose to spend the majority of their time outdoors. A sample of children's comments are shown below:

"We're making a 'compotion' that will make an explosion. Look it's sinking." (during play in the outdoor sand pit).

"I like playing in the garden best."

"I like the shade much better than the sun. I had a picnic on the beach with my cousin."

"I just like playing."

We issued nine Care Standards Questionnaires for the service to distribute of which six were completed and returned to us. These demonstrated a high level of satisfaction with the service. All parents either 'strongly agreed' or 'agreed' that 'overall, they were happy with the quality of care their child received in this service'. Two of the returned questionnaires included comments and we spoke to two parents/carers during inspection. We shared this feedback with the head teacher. A sample of these additional comments are noted below:

"My children have attended Freuchie Nursery and have enjoyed their time there. Staff are approachable and are clearly interested in the positive development of the children."

"I think the staff work well with the space and resources that they have. I do think the room needs modernised to accommodate growing numbers of children."

"Freuchie in flower work with the nursery and donate and help planting and growing. Staff are very friendly and committed to the children and know them all really well as individuals. The children talk about their learning and we try and tie in with this. We get lots of information about what's happening."

"It's great he's come on loads and does things here he won't do for me at home."

"They make the most of the outside area. We get to take the PLJs home."

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 which demonstrated their priorities for development and how they were monitoring the quality of the provision within the service. This included reviewing the nursery aims which had successfully been achieved and had a positive impact on how staff were working.

From this inspection we graded this service as:

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

What the service does well

Children were successful and achieving due to the range of experiences which supported their understanding, thinking, investigation and problem solving. Planning was responsive to children's needs and interests ensuring they could lead their own play in collaboration with staff and learning walls were developing. They were empowered as staff gave them choices consistently throughout their play with one child choosing to celebrate his birthday in the outdoor classroom. Staff were skilled in identifying and extending learning opportunities throughout their interactions and in response to natural events that occurred during the day. Children's personal learning journals reflected a variety of interesting experiences, contributing to their learning and achievement.

Children were learning about appropriate risk management through loose parts play and weekly forest school outings along with their daily access to the school playground. These opportunities increased their ability to keep themselves safe and their enjoyment as they clearly enjoyed the freedom experienced.

The non disruptive links with the rest of the school enhanced transition contributing to children's positive emotional wellbeing. Children were enjoying the freedom and responsibility of playing within the school playground with their older peers throughout the whole year, which supported them in maintaining friendships. They could also visit the primary one classroom and other classes for different events throughout the year which enhanced their familiarity with the school environment.

Children were taking increasing responsibility for their own health and physical wellbeing. They enjoyed a range of physical play opportunities which promoted fine and gross motor movement and balance through play in the garden, playground and use of the church hall for gym sessions. Children were happy and connected as they had developed friendships.

Staff were attentive to children's needs and immediately provided support or reassurance where needed, including giving physical comfort when needed. This promoted a real ethos of inclusion and built warm, nurturing and trusting relationships with staff, supporting children to feel secure and confident.

Interactions from staff were of a high quality as staff moved to children's level whenever they spoke to them, were challenging in their questioning and used praise appropriately. This quality engagement enhanced children's self esteem and extended children's learning supporting them to achieve.

The staff team were committed and dedicated to enhancing their knowledge and were accessing a range of training. This had contributed positively to meeting individual needs of children as staff were confident in approaches to be taken and the impact of these. The team were reflective of their practice and worked well together sustaining positive outcomes for children.

What the service could do better

Staff could now consider how they can further promote children's emotional wellbeing as discussed during inspection.

Staff were continuing on a journey of improvement with planning and quality observations. These should continue to be kept under review to ensure they capture children's learning and involve children in evaluating their learning.

We advised staff about new eLearning resources which were now available to them through their 'my SSSC' page. This would further enhance to staff knowledge and learning contributing to children's outcomes.

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	
5 May 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
7 May 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	5 - Very good
21 Jun 2010	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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