

Pittenweem Primary School Nursery Day Care of Children

James Street
Pittenweem
Anstruther
KY10 2QN

Telephone: 01334 659435

Type of inspection:

Unannounced

Completed on:

22 June 2018

Service provided by:

Fife Council

Service provider number:

SP2004005267

Service no:

CS2003015889

About the service

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

Pittenweem Primary School Nursery is registered to provide a care service to a maximum of 30 children aged from 3 years to an age to attend primary school. The children may have access to the following areas of the premises: the school buildings and grounds.

The service is provided from a dedicated playroom within the primary school with their own access and garden area. The school is located centrally within the village of Pittenweem in the East Neuk of Fife.

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 extremely capable, confident and independent. A sample of children's comments are shown below:

"Do you know that I know a lot about beasties."

"Flying ants only stay alive for one day."

"I like doing exercises."

"We just had cupcakes today for snack."

"It's been windy today."

"We're all going to Primary one but I don't have a uniform yet."

"I like the outside area and playing with the tree."

"No I never did that, it's just a star the nursery makes."

We issued six Care Standards Questionnaires to the service to distribute of which four completed questionnaires were returned. 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'. We also spoke directly to parents on the day of inspection. A sample of these additional comments are noted below:

"They've really helped my child. The social involvement is great."

"They've got stay and play and library books every Thursday. I've been able to attend the peep group as well which is good. They know my child as an individual."

"I find the staff very supportive, my child really likes Mrs Laird and would go to her if he had a problem. They're just all really good and brought him on leaps and bounds."

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.

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 learning to interact with care and respect as they were encouraged to collaborate with each other in planning and evaluating their learning using the learning wall and floor books. This was responsive to needs and interests. Personal learning journals clearly demonstrated children's learning and next steps through high quality observations supporting planning for achievement.

Children were able to participate in a range of freely chosen play opportunities including where to play and movement of resources. This provided children with choice, encouraged autonomy and extended their play.

Children cooperated well with each other to help them achieve their goals; for example, when constructing with loose parts which increased their awareness of the safety of themselves and others. This supported them in developing leadership skills as they directed others and shared their thoughts and ideas.

Outdoor play provision provoked regular challenge and risk. This increased children's cooperation with each other and supported them in taking considered risk in their decision making.

Energetic physical activities ensured children were active and healthy as they freely engaged in dance, climbing, jumping and running during their session. This supported children to feel happy, healthy and connected to others. The range of loose parts materials available increased their creativity and challenged their physical strength and coordination. As a result, children's gross and fine motor skills were enhanced as they manipulated equipment with increasing competence.

Opportunities to plant and grow fruit and vegetables promoted children's positive health and wellbeing as they connected with nature, cared for living things and learned where food came from.

Children's needs were met as staff acknowledged each child's uniqueness in positive ways. Children formed positive attachments through the consistent and warm nurturing relationships with staff. These relationships created a positive ethos, contributing to children appearing relaxed and confident.

Staff were skilled in motivating and encouraging children to succeed when faced with challenge, which encouraged children to develop skills of perseverance.

Children's skills in understanding, thinking and investigating were promoted strongly by staff who facilitated this through their knowledge and effective questioning. Staff's high expectations of children's capabilities contributed to their curiosity, learning and problem solving whilst empowering them to find their own answers.

Children were getting the most out of their time in nursery because the staff team were committed, dedicated and passionate about their own learning and development. They accessed a range of training to support them in meeting the needs of the children and some were undertaking further study which enhanced outcomes for children. They demonstrated key strengths as individuals which they recognised in each other and shared through reflective discussions. This contributed to the positive outcomes seen during inspection.

Staff were skilled in understanding the theory behind their practice and communicated this well to new parents who were visiting. This demonstrated that staff underpinned their practice with relevant knowledge of theory to ensure children's experiences were balanced and relevant.

What the service could do better

To further enhance children's self esteem and resilience, the service should continue with plans to improve the celebration and recognition of their contributions and achievements both within and outwith the nursery.

Staff should now consider how they can develop their provision to strengthen children's emotional and social wellbeing. We discussed creating a nurture nook/emotion station area and using a 'fix it folder' to support children in self regulation and understanding the feelings of others. Staff were keen to implement this and had taken action to further develop this aspect prior to the end of inspection.

We recognised that the school had already identified ways to further develop home learning links. This should now be progressed to enhance children's learning and reduce the attainment gap contributing to children's achievement.

We reminded the service to ensure a copy of the medication form was held within the nursery alongside medicine. This to ensure that staff are fully informed to support safe administration.

Although staff were fully aware of and able to discuss individual children's specific care needs this information needs to be recorded. A brief care plan should be produced identifying the specific need, possible signs or symptoms and any required action if applicable. This should then be kept under review every six months.

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	
22 May 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
24 Mar 2010	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed
9 Jan 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good

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