

Fyvie Playgroup Day Care of Children

Playgroup Room
Fyvie Primary School
Main Street
Fyvie
Turriff
AB53 8RD

Telephone: 1651

Type of inspection:
Unannounced

Completed on:
30 August 2018

Service provided by:
Fyvie Playgroup

Service provider number:
SP2003000425

Service no:
CS2003002549

About the service

Fyvie Playgroup has been registered since 2002.. The service operates within Fyvie Primary School, located in the centre of the rural village of Fyvie in Aberdeenshire. They also run sessions at Fyvie Castle gardens and local wooded areas. This links in nicely with their commitment to focus on learning outdoors.

The playgroup is registered to provide a care service to a maximum of 21 children aged from two years six months up to those not yet attending primary school. In partnership with the local authority, the service provides funded pre-school education for children aged from three to five years.

Involving parents, the aims of the service had been reviewed and updated to more accurately reflect the service's vision. The aims include being committed to:

- offer a creative and child-led approach;
- provide an innovative style, placing focus on the great outdoors;
- cultivate learning through a wide spectrum of high quality experiences within the community of Fyvie;
- build confidence by taking calculated risks and challenges;
- value a partnership approach and welcome contributions to guide learning;
- promote the importance of 'listening' and 'being listened to'.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is 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 the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

We observed confident and happy children who were being nurtured by staff who responded quickly to their interests. Children played happily independently and together in an engaging environment. They played freely in their environment, indoors and outside and showed a very good ability to manage and assess risks for themselves. They were happy to tell us what they were doing at playgroup. Comments included:

"I'm digging for treasure, chocolate treasure. I can't see any treasure".

"We can pick up sticks".

"We have to be careful"

"I like fairies. I caught a fairy - look - my fairy flew off".

"Look, I've got a dinosaur tooth".

"I'm painting - it's a unicorn"

"The monkeys are climbing and we can look for rabbits".

"We can stay in the garden and have some sandwiches".

We sent out 10 Care Standards Questionnaires (CSQs) to parents of children who used the service. We received nine completed questionnaires before the inspection. All nine parents 'strongly agreed' that they were happy with the quality of care their child received in this service. Their comments included:

"I believe this playgroup is the best in the area with outstanding staff who could not be more informative, supportive and caring. Nothing is too much. I also believe the outside learning part of the group is amazing. My son has improved so much with stamina etc. Anytime I have had questions regarding my son there has been no shortage of support."

"An exceptionally, happy warm and friendly environment for children 2.5 up to 5 years. I am 100% satisfied with the pre-school environment and the care and support we get from the play leaders cannot be praised highly enough. My son thoroughly enjoys his time at playgroup."

"Overall I am happy with the care my child receives at Fyvie playgroup. Their development continues to grow whilst attending here. I appreciate the hard work of both play leaders."

"My daughter has come on leaps and bounds since starting here. She adores the staff and I feel they know her very well. Between the two regular, weekly outdoor days my daughter is learning so much about the community and environment. I am always kept up to date with news letters, emails social media, notes and parents evening. I am always welcomed to the regular meet ups in the evenings to discuss views, ideas and anything of importance. Overall it's a very friendly environment where we as a whole family feel welcome and able to join in. We also receive termly reports tailored to my daughter's next steps."

We also spoke with a number of parents as they collected their children. We have included some comments below:

"(Child's name) is happy to come to playgroup, absolutely loves it. He has an excellent relationship with staff who know him. I often consult them for advise. We get feedback on progress informally and formally in reports and parents evening. We discuss focus areas such as sharing and sitting for circle time. preparation for nursery. The parent workshops gave us an insight into what they are doing and things to do at home. I plan to do some sensory stuff."

"(Child's name) is happy to come along to playgroup. Just started full time and has settled well. Staff have taken time to get to know him. The outdoor learning is brilliant. Love the castle. Very welcoming."

"Child just started last week. Staff have been really good and supported him to settle and have reassured me by text. Spent time in the group during settling which gave me an insight into the running of the session. Child loved the session at the castle."

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 paperwork. 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	6 - Excellent
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Fyvie Playgroup provided a very high standard of care and support to children and their families, with their wellbeing at the heart of the service. There was a warm, safe and inclusive ethos. The extremely motivated staff team had built attachments with children and trusting relationships with parents.

We saw purposeful interactions between parents and staff. Attending meetings and joining workshops helped parents gain a deeper understanding of and insight into their children's learning experiences and outcomes.

Systems to identify and ensure children's needs were met were very effective. Children were at the heart of all planning and this was focussed on developing a range of skills. Personal plans were in place for each child. These showed children's learning and achievements. Where appropriate, health care plans or additional support plans were in place to cater for children's needs. Very good links had been established with local health professionals.

Staff knew individual children very well, describing their interests and personality and tracking their progress. Staff included schemas (a pattern of behaviour that children learn within) in their planning to meet individual needs. These recognise the different ways children learn and by including them, staff responded by providing activities to build on individual children's interest and learning.

Children's emotional wellbeing was supported through well organised transitions which took account of children's needs, both for starting at playgroup and moving on to school nursery and school.

Children were busy and happy. They directed play in the way that they chose and accessed a range of experiences, which stimulated their natural curiosity. Children's play was closely observed to influence child planning. We saw children were excited about the resources and experiences on offer to them which supported them to be creative in their play. For example, children enjoyed mark making on large cardboard box which became their car which was then used for transporting the children and numerous items of interest to different areas of the room. During this activity, children communicated, concentrated and problem solved together. This contributed to them being responsible, included and achieving.

A key feature was the play environment with open ended play both indoors (natural and sensory materials) and outdoors (loose parts). The service provided children with a natural, outdoor learning setting that offered a diverse, ever-changing environment which supported creativity and innovation. It facilitated child-led play and rich outdoor opportunities that were supporting children's learning and wellbeing very well. We saw that staff had adopted a system whereby they and the children made agreements about boundaries and keeping safe. This allowed children to engage in positive risk taking and build resilience. The different outdoor spaces available to the children provided diverse opportunities and experiences

We joined the children in their magic garden where they looked for bugs, found fairies, built a den and painted unicorns on trees with shaving foam. We saw that children's interests and fascinations were responded to in a meaningful way, extending their learning and allowing them to explore situations and trial ideas for them selves. Even the youngest children were enthusiastic and confident using their imagination and being creative as they explored with their peers.

The service continued to involve parents and children in evaluating the provision. They worked together to identify key priority areas for improvement and evaluated progress.

What the service could do better

We saw that the service was committed to embedding the new Health and Social Care Standards My support, my life into their practice to achieve the best outcomes they could for children and their families. They now planned to use these standards a part of their quality assurance programme.

We supported the areas identified for development within their improvement plans which include: transitions, literacy and communication, encouraging creativity and enquiry along side parents.

We also highlighted the benefits of gathering more frequent dated observations of individual children to inform their individual learning plans. This would make it easier to track children's progress and next steps.

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
31 Aug 2016	Unannounced	Care and support Environment Staffing Management and leadership 6 - Excellent Not assessed Not assessed 5 - Very good
6 Oct 2014	Unannounced	Care and support Environment 5 - Very good 5 - Very good

Date	Type	Gradings	
		Staffing	5 - Very good
		Management and leadership	5 - Very good
10 Dec 2012	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	4 - Good
14 May 2010	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
30 Apr 2009	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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