

Abernethy Primary Nursery Class

Day Care of Children

Abernethy Primary School
78 Main Street
Abernethy
Perth
PH2 9LA

Telephone: 01738 472767

Type of inspection:

Unannounced

Completed on:

21 August 2018

Service provided by:

Perth & Kinross Council

Service provider number:

SP2003003370

Service no:

CS2003038035

About the service

Abernethy Primary Nursery Class operates from a large, purpose-built annexe within Abernethy Primary School, in the village of Abernethy.

The nursery registered with the Care Inspectorate in 2003 to provide a care service to a maximum of 30 children at any one time. The age range of children will be from three years to those not yet attending primary school. Other conditions state that the adult to child ratio will be 1:10.

We check 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 the 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. They are often referred to as the SHANARRI wellbeing indicators.

The nursery and school share a vision which states: 'Our vision is of a confident, ambitious school and nursery with a strong identity. By working in partnership with pupils, parents, staff and local community we encourage respect, aspiration and a love of learning.'

Our school and nursery will be vibrant and stimulating; a safe, happy, healthy and sustainable environment; and a place where all can contribute and share; a place where everybody has the opportunity to develop attitudes, skills and knowledge that will enhance their future lives. A school and nursery which is continually developing.'

What people told us

We provided the service with 15 Care Standards Questionnaires (CSQs) for parents of children using the service. Seven completed questionnaires were returned to us before the inspection. Parents who completed our questionnaires strongly agreed that they were happy with the quality of care and support their child received while in the service. We spoke to a parent during the course of our inspection and they confirmed that they were very happy with the service provided. Comments in the questionnaires told us:

'It is a great nursery, I couldn't rate it highly enough.'

'The service at Abernethy Nursery has been superb throughout the last four years with both our children enjoying every single aspect of their time there.'

'As a parent I cannot stress how much Abernethy Nursery has done for my child. She has turned into a confident young girl thanks to the nursery staff. They go above and beyond what is expected of them.'

'Abernethy Nursery is a caring, fun and educational place for my child. Staff genuinely care, and take active interest in all the children.'

Two parents shared concerns with us through their comments. We explored these concerns with the management team and were satisfied that they were being dealt with appropriately.

During the inspection we observed the children at play and found them to be happy and confident, enjoying their activities, snack and lunchtime experiences. The children were happy to tell us about the nursery and the things they enjoyed doing there. They showed us some of the activities they were involved in and included us in their routines and play. They told us:

'There's a big spider in the sand tray. It might run over to see you.'

'We are going outside. I'm going to play on the bike. You can't see it, it's in the shed.'

'Quick run outside! Spider, spider it's in the nursery.'

'We're fixing this bike. I'm done, now I'm going to work on this.'

'Can you help me with my jacket? It's a bit stuck.'

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

What the service does well

During the inspection we considered the quality of care and support, from the evidence gathered during our inspection we evaluated this theme as very good. We looked at the quality of staffing which we also evaluated as very good.

We talked to staff about the service's child protection policy. We were satisfied that they had a good working knowledge of their responsibilities and the procedures to ensure that service users were protected. Staff had recently participated in yearly update training and shared how this had refreshed their knowledge through the use of scenarios.

Positive and nurturing relationships were evident throughout the nursery. Children approached staff for help and reassurance throughout the session which demonstrated that they had developed trusting relationships. There was a real ethos of care and support within the service. We observed children helping and supporting each other naturally throughout the sessions. Staff were respectful and encouraging giving children time, where needed, to answer and to find their own solutions to problems encountered during their learning and play. This was evident in their discussions around safety and sharing in the outdoor area.

Children were encouraged to be independent and responsible and were given small leadership roles to perform during the nursery session. Most were proud to be chosen to complete the tasks they were given and persevered to ensure they were carried out to the best of their abilities. Staff were respectful of children who did not want to take part in a particular activity. We observed staff asking questions to support children's choices and to further extend their learning and understanding.

We saw good examples of how staff were working in partnership with parents. Parents told us how they had been supported by staff. Staff had, during the previous terms, operated a 'chit chat' group. Parents, carers and staff work collaboratively to create a list of possible topics, with a vote being held to choose the agenda for these sessions. Parents had already made suggestions for topics to cover during this term. These meetings complemented the popular stay and play sessions.

We found staff to be very reflective practitioners. They all clearly wanted the very best for the children attending the service. They worked well together and felt well supported by the management team. They told us that they felt very much a part of the school community, sharing examples of how they worked together.

What the service could do better

We looked at children's learning journals. We found the journals to be difficult to follow and suggested that they could be re-organised to illustrate children's progression in learning. Staff had adopted a 'two stars and a wish' format to record observations and achievements. We suggested that staff should ensure observations were significant and reflected children's individual learning and achievements. Next steps or 'wishes' in learning, where identified, should be measurable, achievable and reviewed on a regular basis. Children would benefit from reviewing their own learning and identifying their own next steps.

Accidents and incidents were recorded and shared appropriately with parents. We would ask the service to ensure that a regular audit of accidents and incidents is carried out to identify common features and how the service intends to minimise any identified risks to children. We would ask staff to consider the value of including all children in all activities. During large group times a number of children were clearly not engaged and would have preferred to continue with their own play and learning.

We asked staff to review medication permission forms to ensure they contain sufficient detail to allow staff to manage children's individual health needs.

Staff should now consider introducing peer monitoring to consider specific aspects of the service and its delivery. We made some suggestions as to how this could be done using the nursery 'two stars and a wish' format. We would like to see evidence of children becoming involved in evaluating the service and the impact of their views and opinions on the day-to-day running and resourcing of the service.

Staff had undertaken a broad range of training and learning and used what they had learned to support them in carrying out their role effectively. We would like to have seen evidence of how individual learning was shared across the whole team and some consistency in the use of a range of strategies, for example the use of Makaton which uses signs and symbols to support children's communication.

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	
2 Nov 2015	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good
18 Mar 2013	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
9 Sep 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed
15 Dec 2008	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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