

Walker Road School Nursery Day Care of Children

Walker Road
Torry
Aberdeen
AB11 8DL

Telephone: 01224 879720

Type of inspection:
Unannounced

Completed on:
28 September 2018

Service provided by:
Aberdeen City Council

Service provider number:
SP2003000349

Service no:
CS2003014526

About the service

Walker Road School Nursery was registered with the Care Inspectorate on 1 April 2011. The service is a daycare of children service and is registered to provide a care service to a maximum of 60 children at any one time between the ages of three years and not yet attending primary school, during term time. The service currently offers both morning and afternoon sessions.

The service is split into two classrooms, with children allocated to one of the classrooms. There are opportunities for children to mix in shared areas and also in the outdoor area. There is a good-sized outdoor area and the nursery also uses the school playground as well as other facilities such as the gym and library. The service is close to local amenities, including shops and a bus route.

The service had developed a comprehensive set of aims, these included to:

- create a welcoming, safe and nurturing environment for all
- encourage curiosity and explore our amazing world and our part in it.

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

On the whole children appeared happy, settled and confident. They had clearly formed good relationships with the staff. Children readily approached staff who responded in a nurturing and caring manner.

We sent out 30 Care Standards Questionnaires for parents and carers; 13 were completed and returned to us. When asked about the overall quality of care their child received at the service:

- nine parents/carers indicated they were very satisfied
- four parents/carers indicated they were satisfied.

The questionnaire and discussions with parents indicated they were pleased with the service provided. Parents told us their child enjoyed coming to the nursery and liked the activities provided. They found staff to be helpful and approachable and felt confident to raise any concerns. Comments from parents included:

"Fantastic nursery where my child has developed really well and is very happy. Very helpful and great staff. I have had lots of help and guidance from staff with my child's development."

"Happy with service. My boy likes just one lady from nursery, she always smile and paying attention."

"The staff is very friendly and my (child) got attached very easily. The classroom has a good temperature all the time. When the weather is nice kids play outside. My child has a lot of fun in Walker Road Nursery."

"Settled in very well and has built an excellent rapport with teachers. Feel confident in leaving child at nursery."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at the service improvement plans. These were focussed on areas that would impact positively on children's experiences, such as further developing aspects of the curriculum. They provided details information to support staff to drive forward improvements.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	not assessed
Quality of staffing	3 - Adequate
Quality of management and leadership	not assessed

What the service does well

Children were happy, secure and settled throughout the session. They were supported by staff who were nurturing, supportive and responsive to their care needs. As a result children were confident and had formed strong attachments. Staff knew children and their families well and understood the importance of building trusting relationships. This enabled staff and parents to share information to support the children's wellbeing.

Staff demonstrated a good knowledge and awareness of how to keep children safe and protected, helping create a safe environment. The child protection policy provided clear guidance in the event of any concerns. Some key information was not recorded in children's chronologies. We asked the management team to ensure all staff were aware of the importance of using chronologies appropriately. This will ensure all the necessary details are available to assess the wellbeing needs of children and help ensure the right support is provided at the right time. On the whole effective systems were in place to ensure medication was safely managed.

Children were supported to be active and healthy through regular access to outdoor play and nutritious snacks. Children were encouraged to choose when to play outside and this was well supported by staff. There were opportunities for children to be independent when getting ready to go outside, this developed their self-help skills and confidence.

All staff were suitably qualified to carry out their role and were registered with the Scottish Social Services Council (SSSC). The SSSC is responsible for registering people who work in social services and regulating their education and training.

Staff were enthusiastic and keen to make improvements, they spoke positively about their plans to develop the service and asked us for ideas to support them. Staff had attended a range of core training, such as first aid, child protection and food hygiene, supporting them to keep children safe and healthy.

What the service could do better

Staff were aware of children's care needs, preferences and personalities. However, their knowledge of how to meet the needs of children requiring additional support was variable. This meant these children did not receive a consistent approach to their care. The personal plans did not provide clear information to help inform staff of the

strategies they should use. As a result some children were not being appropriately supported in their development and to progress. **(See recommendation 1.)**

Staff were in the early stages of supporting children to achieve their potential. There were too many next steps in learning identified for each child for staff to effectively support children to progress towards. Many of the next steps were not meaningful or focussed on what was significant for individual children. Systems were not in place to track children's learning, with next steps not followed up to ensure children were progressing. **(See recommendation 2.)**

On some occasions staff interacted effectively to encourage and support children's understanding and learning. However, most staff were in the early stages of using effective interaction, such as questions and comment, to support, deepen and extend children's learning. As a result there were many missed opportunities to support children to progress and achieve their potential. **(See recommendation 2.)**

Staff were pleasant and caring in their interaction and clearly genuinely cared about the children. However, there were occasions when they were too task orientated. For example, snack was not used as a learning experience. Expectations of children were sometimes unrealistic. We saw young children expected to sit for too long and in activities that were not engaging. Clear direction was not given to new children to support them in tidying up. As a result children became restless and disengaged from these activities.

Staff had attended some additional training to support their development. However, the impact of this training was not always clear in their practice. We suggested some staff may need help to implement their learning so as it benefits the children. Most staff were not yet using many of the best practice documents to develop their knowledge and understanding. Better use of best practice documents would enable staff to develop the quality of experiences and better support children to achieve their potential. **(See recommendation 3.)**

On occasion staff were not deployed effectively in the playroom. This meant some children were not appropriately supervised at times and did not receive any purposeful interaction or support. We discussed this with the management team who agreed to address this.

The management team were aware of and had identified many of the issues we found during this inspection. They were keen to make improvements and provide staff with support.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1. To ensure each child's needs are met and they are appropriately supported to progress the manager and staff should:

- a. Develop and implement appropriate personal plans for children. The plans should reflect children's current needs and provide clear guidance to staff on how they will meet each child's needs.
- b. Ensure plans are developed and reviewed in consultation with parents/carers and other professionals, where appropriate, to ensure they are effective and are meeting children's needs.

c. Ensure staff are knowledgeable and competent in meeting the needs of children and are using this to effectively meet each child's needs.

This ensures that care and support is consistent with the Health and Social Care Standards which state that "my care and support meets my needs and is right for me" (HSCS 1.19).

2. To support children to progress and achieve their potential staff should develop their skills and knowledge of:

- a. observation, assessment and planning
- b. effective interaction to support and extend learning.

This ensures care and support is consistent with the Health and Social Care Standards, which state that "I am supported to achieve my potential in education and employment if this is right for me" (HSCS 1.27).

Resources to support staff with observation and assessment can be found at:

<https://education.gov.scot/improvement/learning-resources/Effective-observation-leading-to-effective-assessment>

3. To ensure children receive high quality care, support and early learning experiences the provider should ensure staff access a range of training, development opportunities and best practice documents. Staff should be supported to implement their learning from these to ensure improved outcomes for children.

This ensures care and support is consistent with the Health and Social Care Standards, which state that "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14).

A range of best practice documents can be found at:

<http://hub.careinspectorate.com/>

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
4 Jun 2015	Unannounced	Care and support Environment Staffing
		4 - Good 5 - Very good 4 - Good

Date	Type	Gradings	
		Management and leadership	4 - Good
14 Jun 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
1 Dec 2009	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
24 Feb 2009	Unannounced	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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