

Quarryhill School Nursery Day Care of Children

Quarryhill School Nursery
Birkhill Parade
Aberdeen
AB16 5QT

Telephone: 01224 692390

Type of inspection:

Unannounced

Completed on:

1 November 2018

Service provided by:

Aberdeen City Council

Service provider number:

SP2003000349

Service no:

CS2003014450

About the service

Quarryhill School Nursery has been registered with the Care Inspectorate since 2011. It is registered as a day care of children service to provide a care service to a maximum of 40 children at any one time aged from 3 years to those not yet attending primary school.

The service operates within dedicated ground floor premises within Quarryhill Primary School in Aberdeen and is easily accessible to parents/carers being near to main roads and bus routes. The premises consist of:

- a large playroom for children
- a small entrance hall/cloakroom
- toilet and changing facilities for children.

The children also access the school facilities of a timetabled basis.

An outdoor play area is available to offer children opportunities for fresh air and active play and learning.

The aims of the service include being committed to:

- provide a welcoming and caring environment
- actively encourage and promote a healthy lifestyle
- recognise and celebrate success
- provide a balanced well planned curriculum
- develop leaders in learning
- work in partnership with families and the local community.

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

For this inspection we received six Care Standards Questionnaires (CSQs) and we spoke to four parents and carers.

Responses indicated that parents were very happy with the service, commenting positively about the helpful and approachable staff and the care and support their child was given. They told us that recent changes to the nursery had improved the learning experiences for their children.

"I really like it here. We have just moved in to the area and the school has been really supportive and welcoming. All the staff are friendly and approachable."

"I am very happy with the nursery. English is not my child's first language but the nursery have been very supportive in helping them learn English. They have grown in confidence and are better behaved at home because of nursery."

"There have been lots of changes to the toys and the playroom. I like it much better and my child is happier to attend. I really like Dojo and seeing all the photographs."

"The staff are fantastic and so enthusiastic. The changes have been good and there is more learning, mark making and outdoor play opportunities. My child can't wait to go to nursery now."

There were approximately 35 children attending the morning session and 25 children in the afternoon session. All the children were engaged and played happily with the activities on offer. The children really enjoyed scooping out pumpkin seeds and reading spooky stories. They were very polite and well mannered and told us they enjoyed going to nursery to play with their friends. They were excited to go trick and treating and told us:

"You must remember to say thank you."

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 processes. 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	4 - Good
Quality of environment	4 - Good
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

Staff were friendly and welcoming and had built good relationships with the families and children in their care. This had a positive impact on working together, helping to effectively meet children's needs and supporting them to progress. They worked collaboratively with Aberdeen Home-Start, a local community group, who provided support to families. This promoted an inclusive ethos and contributed to improved outcomes for children.

Staff knew the children well and had worked very collaboratively with other agencies and parents. Staff were able to discuss the strategies they used to help children settle and progress. However, personal plans with clear strategies and evaluations of progress were not in place to support children with additional support needs. The management team advised they would review the children's personal plans to help ensure staff unfamiliar with the children are effectively informed on how best to meet their needs, keep them safe and to progress in their learning.

The management team had provided staff with some training to support staff observe and record children's learning, and observations of the children at play were now more meaningful and individualised. Next steps were identified and celebrated with parents when they were achieved. Staff should now continue to develop their skills in assessment to clearly evidence how these were taken forward.

Children were able to take part in a range of organised and child led learning experiences based on their interests and preferences. However, weekly plans did not accurately reflect the good practice taking place and

appeared very adult led. We discussed developing responsive planning formats to more accurately capture the learning taking place.

To safeguard and protect children, staff had attended child protection training and had a good understanding of possible signs of abuse and the correct procedures to follow if concerned. As previously required, medication systems and procedures had been reviewed to help ensure the safe administration of medication.

The service promoted a healthy lifestyle and provided nutritious snacks as well as daily opportunities to play outdoors. This meant children were able to access fresh air as well as keep fit and healthy.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of environment

Findings from the inspection

The provider had improved the security of the school premises and nursery entrance. A new school entry system had been installed and the nursery door into the school was now secure and locked. This helped keep children safe within the boundaries of nursery and helped ensure strangers could not enter. There were still issues in the outdoor area which could be easily accessed from the school car park via a low gate and perimeter fence. However, the area had been risk assessed and strategies had been put in place to keep children safe.

The manager and staff had successfully used the document Building the Ambition to assess and evaluate the effectiveness of the environment on children's play experiences. As a result the playroom had undergone significant changes and was now a calm and purposeful learning environment. There were fewer resources on offer and these were attractively displayed in baskets and trolleys. This meant children found it easier to choose toys, promoting their independence and responsibility when tidying up. There were cosy corners for the children to relax and play quietly and we saw the children enjoying stories with staff, supporting their early literacy skills. The children had been very involved in making musical instruments and an attractive musical area had been developed for them to practise their skills. Staff should now continue to develop the indoor learning environment with more real life resources for children to explore their emotions and develop their imagination and creativity skills.

The outdoor environment had seen some development with the addition of planters and a mud kitchen. Staff were keen to develop this area further and we discussed providing opportunities for children to explore more natural and open ended sensory resources. This will help develop their creativity, problem solving skills and imagination. Further information can be found in:

My World Outdoors

My Creative Journey

www.thehub.careinspectorate.com

The Loose Parts Toolkit

<http://hub.careinspectorate.com/media/405223/loose-parts-play-toolkit.pdf>

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

The introduction of a teacher to the nursery had had a positive impact on the ethos of the staff team. Staff were more aware of their roles and responsibilities and were now co-operating and working together. This led to improved outcomes for children who were supported by happy and efficient staff.

Staff interactions with children were warm and caring and as a result children were confident and comfortable to approach them for help. Staff supported children with their learning by encouraging them to participate in activities, helping to sustain their interest, and co-operate with their peers. This contributed to busy children who were fully engaged with the activities on offer. Staff should continue to develop their skills in extending children's thinking through effective questioning.

Staff were committed and enthusiastic to develop their knowledge and understanding to improve outcomes for children. They had participated in training to develop their skills in observation and assessment and discussed how they would like to develop this further. Other training opportunities included developing an understanding of ACES (Adverse Childhood Experiences Study). Staff spoke about how this supported GIRFEC (Getting it Right for Every Child.)

Staff were motivated to support improvement to the service and were beginning to develop areas within the setting relevant to their strengths and interests. For example staff had researched ways to make the story corner more appealing and literacy rich. Staff were excited to develop the outdoor area with experiences to stimulate and engage children's imagination.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

The introduction of the teacher to the nursery and the support from the principal teacher and early years development worker meant the head teacher was confident in the skills of her team to take the service forward. They were working well together and promoted a positive ethos where staff felt valued and committed to make improvements.

The management team had a clear vision for the direction of the nursery and the whole school and an improvement plan, including focussing on improving family engagement, was in place. They had used the documents How Good is Our Early Learning and Childcare and Building the Ambition to support self-evaluation of the service. Staff told us they had had some involvement in this process, however we suggested incorporating continuous self-evaluation into their staff meetings. This will encourage all staff to contribute and become more involved in the process.

The management team had developed a quality assurance calendar and staff were supported with annual review meetings. A training calendar had been put in place to ensure all staff were skilled and effective in their role. Learning walks had been carried out to assess standards across the whole school incorporating nursery. The management team should now continue to embed quality assurance systems to help ensure the smooth running of the service and improved outcomes for children.

Parents and children were involved in making improvements to the nursery. Children were asked for their ideas and these were shared in floor books.

Parents were welcomed into the setting and received information through a software application, newsletters and noticeboards. They were asked for any suggestions or comments and these were shared on a "You Said We Did display". They were encouraged to join the parent council and were invited to attend workshops to inform and support their child's learning.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

Requirement 1

The service provider must review and revise the procedures for the storage and administration of medication, taking account of current best practice guidance: <http://hub.careinspectorate.com/media/189567/childrens-service-medication-guidance.pdf>.

The revised procedures should include:

- a) those arrangements which are specific to children within the nursery provision of the school;
- b) confirmation that parents are fully aware that they were required to give the child the first dose of any medicine, in the case of allergic reaction;
- c) a procedure in the event a child may be over medicated or spit out medication.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) Regulation 4(1)(a) - Welfare of service users.

Timescale: 30 June 2018.

This requirement was made on 30 April 2018.

Action taken on previous requirement

The service had revised and improved their procedures to ensure the safe administration of medication. An agreed time medication was given at home, prior to the session was recorded, parents had been made aware that the first dose should be given at home and procedures were in place if the child refuses medication.

Met - within timescales

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

The service provider should support staff to consolidate their practice in relation to observation, recording and assessing children's progress in learning and development.

National Care Standards Early Education and Childcare up to the age of 16. Standard 4: Engaging with Children and Standard 12: Confidence in Staff

This recommendation was made on 30 April 2018.

Action taken on previous recommendation

The management team had provided staff with some training to support staff observe and record children's learning, and observations of the children at play were now more meaningful and individualised. Next steps were identified and celebrated with parents when they were achieved. This recommendation had been met, however, staff should now continue to develop their skills in assessment to clearly evidence how these were taken forward.

Recommendation 2

The service provider must provide a detailed plan of how the safety and security of children attending the nursery can be maintained at all times.

National Care Standards Early Education and Childcare up to the age of 16. Standard 2: A Safe Environment

This recommendation was made on 30 April 2018.

Action taken on previous recommendation

The service submitted a detailed plan of how the safety and security of children attending the service can be maintained at all times. The provider had improved the security of the school premises and nursery entrance. A new school entry system had been installed and the nursery door into the school was now secure and locked. This recommendation had been met.

Recommendation 3

The service provider should support staff to use Building the Ambition guidance to look at the overall layout of the environment and presentation of resources. Staff should prepare an inventory of resources, disposing of and replacing resources as necessary.

National Care Standards Early Education and Childcare up to the age of 16. Standard 5: Quality of Experience

This recommendation was made on 30 April 2018.

Action taken on previous recommendation

The manager and staff had successfully used the document Building the Ambition to assess and evaluate the effectiveness of the environment on children's' play experiences. As a result the playroom had undergone significant changes and was now a calm and purposeful learning environment. Old resources had been disposed of and the area was less cluttered. This promoted children's choice. This recommendation had been met.

Recommendation 4

The service provider should continue with the current Professional Review and Development programme to ensure that:

- a) staff development needs are identified; and
- b) a training and support programme is developed to meet these needs.

(The headteacher may wish to incorporate this in to work being done on a whole school training needs analysis).

National Care Standards Early Education and Childcare up to the age of 16. Standard 12: Confidence in Staff; Standard 13: Improving the Service and Standard 14: Well-Managed Service

This recommendation was made on 30 April 2018.

Action taken on previous recommendation

The management team had used the annual review system to identify staff development needs and to develop a training and support programme. As a result staff had attended training opportunities relevant to their practice. This recommendation had been met.

Recommendation 5

The service provider should support staff to become confident in the use of How Good Is Our Early Learning and Childcare as a tool for self-evaluation.

National Care Standards Early Education and Childcare up to the age of 16. Standard 12: Confidence in Staff; Standard 13: Improving the Service and Standard 14: Well-Managed Service

This recommendation was made on 30 April 2018.

Action taken on previous recommendation

The management team were very committed to improvement and had a clear vision for the direction of the nursery and the whole school. They had used the documents How Good is Our Early Learning and Childcare and Building the Ambition to support self-evaluation of the service. Staff told us they had had some involvement in this process. Therefore this recommendation had been met. However we suggested incorporating continuous self-evaluation into their staff meetings. This will encourage all staff to contribute and become more involved in the process.

Recommendation 6

The service provider must further develop the quality assurance systems to improve outcomes for children by developing a formal calendar and programme of monitoring all areas of practice.

National Care Standards Early Education and Childcare up to the age of 16. Standard 12: Confidence in Staff; Standard 13: Improving the Service and Standard 14: Well-Managed Service

This recommendation was made on 30 April 2018.

Action taken on previous recommendation

The management team had developed a quality assurance calendar and staff were supported with annual review meetings. A training calendar had been put in place to ensure all staff were skilled and effective in their role. Learning walks had been carried out to assess standards across the whole school incorporating nursery. This recommendation had been met. The management team should now continue to embed quality assurance systems to help ensure the smooth running of the service and improved outcomes for children.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings	
21 Mar 2018	Unannounced	Care and support	4 - Good
		Environment	3 - Adequate
		Staffing	4 - Good
		Management and leadership	4 - Good
12 Mar 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
2 Feb 2012	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	Not assessed
		Management and leadership	Not assessed

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