

St. Margaret's R C Primary School Nursery Day Care of Children

Woodmill Road
Dunfermline
KY11 4BB

Telephone: 01383 602435

Type of inspection:

Unannounced

Completed on:

6 December 2018

Service provided by:

Fife Council

Service provider number:

SP2004005267

Service no:

CS2003015896

About the service

St Margaret's R C Primary School Nursery is part of Fife Council's provision of early learning and childcare. The service may be provided to a maximum of 60 children aged from 3 years up to an age to attend primary school. This service has been registered with the Care Inspectorate since 1 April 2002.

The service is located in Dunfermline on the same site as the primary school. The head teacher is the named manager for the service. The accommodation comprises of two playrooms that open onto a fully enclosed outdoor play area. Nursery children use other parts of the school premises including the dining area and the woodland area adjoining the school playground.

The statement of aims and objectives included:

- "Ensure breadth and balance across key aspects of the curriculum according to individual needs".
- "Build on previous knowledge and experience brought from home and encourage parental participation in nursery".
- "Be responsive to the support needs of children, taking into account individual circumstances".
- "Prepare children for life long learning through enjoyable, achievable challenges".
- "Provide opportunities to stimulate their natural curiosity, interest and imagination".

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.

What people told us

During the inspection we spent time with the children present. We observed them to be happy and confident in the setting. Children had fun outside splashing in the puddles, they showed us the pictures and the models they made and told us they were helping to put up the Christmas tree. Children were independent developing a range of skills including when preparing snack.

We spoke with five parents who commented positively about the quality of the nursery. They said staff supported children well when they were making the transition from home to nursery so that they felt safe and secure. They felt key staff communicated well with them to inform them about children's progress. Parents were positive about the outdoor play opportunities that supported children to be active and the opportunities for children to socialise with their peers. It was felt that staff were responsive to the individual needs of children working in partnership with them to agree how best to support their children. For example, advice was given regarding strategies to support speech and language development. Parents said they had opportunities to make suggestions about the development of the service including the development of the garden.

We sent out 20 questionnaires for distribution by the service. Twenty completed questionnaires were returned. They highlighted that families overall 'strongly agreed' that they were happy with the quality of the care children received.

Self assessment

The service had not been asked to complete a self assessment in advance of this inspection. We looked at their 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

Staff showed warmth, kindness and compassion towards families using the service. This supported children to build trusting relationships and to develop self-confidence. Parents commented positively about the support given by key staff to support children's individual needs including during the transition from home to nursery. Children were supported to feel safe and secure as a result and effective communication reassured parents that children were settling well.

Responsive care and support was delivered by a staff team who had a very good knowledge and understanding of children's individual needs. Strategies used in consultation with professionals supported children's progress and development. For instance, children's speech and language skills were being evaluated with support given to develop their skills. The use of visual prompts and sign language gave children a voice. Children were becoming confident and were included as a result.

Children were having fun and were achieving as a result of well planned experiences that took account of their interests and preferences. Engaging activities and free flow outdoor play supported children to make choices and identify the areas that supported their learning. This supported them to be naturally curious, imaginative and creative. Children were learning to stay safe and were becoming resilient through access to risky activities when preparing food and playing outdoors. Children were supported to make healthy lifestyle choices through activities to encourage healthy eating, understanding that physical activity keeps the body healthy and tooth brushing supports positive dental health.

We found that general practice in the areas of managing medication and recording accidents and incidents were managed well. Staff were aware of their responsibilities to safeguard children in their care and had regular training to refresh their skills and knowledge in the protection of children.

Staff had a nurturing approach towards children so that they felt valued, loved and secure. They were courteous and respectful towards parents who said they felt comfortable when sharing information and being involved in the service.

The staff team were enthusiastic and demonstrated commitment to continuing to develop their knowledge and understanding of how best to meet the needs of children. Systems were in place to review personal development and training needs. Opportunities were available to support professional dialogue and positive role modelling so that staff could reflect on and improve practice.

The staff team was committed to improving outcomes for children and families working effectively to develop the quality of the service. There was a clear focus on self-evaluation addressing areas for improvement and taking the service forward based on a foundation of current thinking, research and good practice.

What the service could do better

Personal plans told the story of children's progress over time. It was recognised that continued support would enhance and consolidate staff skills in observation, planning and assessment leading to continued improvement when tracking children's progress and learning.

We would encourage the staff team to evaluate the configuration of the space available and the variety of activities to maximise children's experiences. For example, ensuring that activities are set up so they are accessible and there are no barriers preventing children having free flow access to the outdoor area.

Outdoor learning experiences continued to improve including for example the development of loose parts and risky play experiences. Staff interested in developing outdoor experiences for children used current good practice guidance to make improvements. We discussed the need for children to have appropriate outdoor clothing to enable them to have the freedom to fully explore the outdoors supporting them to have fun and develop their skills in understanding, thinking, investigation and problem solving.

Continuing to provide meaningful staff training opportunities including for example, the use of effective questioning and effective restorative language in interactions with children will further promote and support inclusion and continue to develop a collegiate approach across the staff team.

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	
12 Jun 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
17 Jun 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
11 Mar 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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