

Woodlands Nursery. Day Care of Children

Methilhaven Road
Methil
Leven
KY8 3LE

Telephone: 01334 659483

Type of inspection:

Unannounced

Completed on:

9 January 2019

Service provided by:

Fife Council

Service provider number:

SP2004005267

Service no:

CS2003015966

About the service

This service registered with the Care Inspectorate on 1 April 2011.

Woodlands Nursery is registered to provide a care service to a maximum of 90 children aged from three years to an age to attend primary school. When children aged from two to three years are being cared for, a maximum of 84 children aged from two years to an age to attend primary school may be cared for, of whom a maximum of 20 may be aged two to three years. When children under the age of two years are being cared for, a maximum of 80 children from birth to an age to attend primary school may be cared for of whom no more than 16 may be under the age of two years. A pro rata arrangement applies when children of various ages from birth to an age to attend primary school are in attendance at any one time.

The service is provided from a purpose built building within the community of Methil. The building consists of four playrooms for the three to five year old children which all open out into a secure outdoor learning play area. The centre had an extension which accommodates two playrooms within a family learning area for children aged two and under, alongside a family room, meeting room and office area. The playrooms have direct access to a recently developed outdoor provision.

The vision of the service is:

'We support our children to confidently achieve and develop through play. Working in partnership with families and our community, we promote positive attitudes and aspirations for life-long learning.'

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

We spoke directly to 20 children and observed all children in all rooms during our visit. This gave us a good insight into their play both indoors and outdoors. The children presented as happy, confident and curious during our visit. A sample of children's comments are shown below:

'This is my folder I will show you the pictures in it.'

'Would you like to see my writing?'

'It's melting, it's getting hot, it stinks.'

We issued 30 Care Standards Questionnaires (CSQs) for the service to distribute. Six completed CSQs were returned of which two had added additional comments. These demonstrated a high level of satisfaction with the service. All parents either 'strongly agreed' or 'agreed' to the statement 'overall, I am happy with the quality of care my child receives in this service.'

We also spoke directly to carers on the day of inspection. All comments were shared with the manager and we have included a sample below which represent the parent's views:

'Throughout our time at Woodlands Nursery we feel the staff and the care that they have provided to our child have been at a very high standard and also reassuring us that our child is safe and well and learning from play activities.'

'I am very happy with the facilities and staff at Woodlands Nursery. My child has developed and grown during his time there and has many experiences in the nursery and community. The staff are always helpful and available and support my child in all aspects.'

'I have two children who both attend the centre. I am very happy with the nursery and the staff. I have no complaints or concerns.'

'Staff are very approachable and always there to provide support when required. Never had any concerns with the nursery or the staff, but would be able to speak to the staff if had any concerns.'

'Staff are always there to support family and child. Staff supported me with issues at home and were there for me whenever I needed to talk. My child has come on so much during his time at the nursery. I can't thank the team enough for their support.'

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 which demonstrated their priorities for development and how they were monitoring the quality of the provision within the service. For example, their focus on developing the children's personal learning journals and involving parents in this was evident during inspection.

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

The children continued to be happy, confident and curious and were deeply engaged in their play and learning. They were independent and made choices throughout the session to support and extend their learning opportunities.

The children had a high level of involvement in their own learning and we observed examples of effective questioning or prompting to develop independent problem solving and negotiating as well as shared learning. This showed a depth to the children's play and learning experiences and demonstrated that they were included in the planning processes.

The continued high quality and loving interactions between staff and children were evident. Children who required support with managing their emotions received this in a respectful and responsive way. We observed children being cuddled or offered a knee to sit on if they were unsettled. This was particularly evident with younger children in the creche who were not routinely used to coming into the service. This contributed to development of children's confidence, self-esteem and resilience.

Staff sensitively supported children to resolve conflict which resulted in them being able to manage their social interactions more effectively in the future. This was due to the nurturing team teaching children strategies to build resilience.

Children were encouraged to be independent and in control of their health, safety and dietary choices throughout the day. For example, self-selection of their snack, helping to prepare snack and washing their dishes after snack. Children were also gaining skills in assessing risk being able to explore and use real tools, build with large items and use a hot plate to melt fat for bird feeders. This helped the children to become responsible and develop their skills for life.

A particular strength was how supportive of each other the staff were and they were quick to highlight the strengths of their colleagues. This ensured that children's needs were appropriately met and it maintained the respectful ethos of the service.

The professional staff team had an enabling attitude and believed in the child's potential. The staff had worked hard to continue to provide a place where children can be themselves and develop positive relationships. Their use of praise to identify children's achievements and successes was consistently applied. This supported the children's self-esteem and resilience.

Staff took time to speak to all parents and share information with them. They were welcomed warmly in to the playrooms and we heard positive feedback from those who attended groups. This helped parents to feel that they could be open and honest with staff who they have built trusting relationships with.

What the service could do better

Children's Personal Learning Journals (PLJs) contained a variety of observations and photographs demonstrating children's breadth of learning experiences. However, some written observations could be strengthened by focussing on the use of evaluative writing. We suggested that it may be beneficial to capture the learning outcomes by referring to documents other than the curriculums used. This could include the Health and Social Care Standards or the National Wellbeing Indicators (SHANARRI), for example. This would better demonstrate children's progress, achievements and help to identify next steps. It would also support planning of play and learning experiences to demonstrate how children are provided with appropriate levels of challenge.

Medication forms were inconsistent and had not been reviewed every three months. Plans to review the medication forms should be progressed to make certain that they are updated on a three monthly basis in partnership with parents. This will continue to ensure children's health needs are met.

As planned the team should make sure that the children's care plans are reviewed with parents on a six monthly basis. This will ensure that all information held is current and up-to-date.

Although there was ample opportunities for free flow and self-directed play, we observed a point where this was interrupted by staff in the three to five rooms. Through observation we identified that this interruption could have been avoided. We discussed the key messages from the 'Building the Ambition' best practice document with the manager and a group of the staff at feedback and they agreed to review this.

As planned, further consideration and enhancement could be given to some of the resources on offer to the children within some areas of the nursery. The manager showed us audits that were already being undertaken. This would support and extend children's play and learning through the opportunity for prolonged engagement, exploration and problem solving during play.

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	
30 Jan 2017	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	Not assessed
		Management and leadership	Not assessed
4 Feb 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
18 Mar 2013	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent
8 Nov 2010	Unannounced	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
6 Oct 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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