

Banff Primary School Nursery Day Care of Children

Banff Primary School
Academy Drive
Banff
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Telephone: 01467 537441

Type of inspection:
Unannounced

Completed on:
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Service provided by:
Aberdeenshire Council

Service provider number:
SP2003000029

Service no:
CS2003016309

About the service

Banff Primary School Nursery is a day care of children, registered for a maximum of 60 children aged from three years to those not yet attending primary school. The service operates Monday to Friday from a large room situated within the main building of the school located towards the rear of the building. A small secure play area is accessed directly from the playroom and leads on to the school playing field. The nursery had the use of other facilities within the school such as the sports hall, sensory room and library.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. We check services are meeting the principles of Getting it right for every child (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. GIRFEC supports children and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

For this inspection we issued the service with 32 Care Standards Questionnaires (CSQs) to distribute to families using the service. Eighteen were returned, all respondents told us that overall they were happy with the quality of care their child received at the service. Some of their comments included:

- 'Banff nursery is an excellent environment for 3 and 4 year olds. This is my second child to attend the nursery and both have had great experiences. The staff are lovely and interact appropriately with the children and the parents. I would never feel that I couldn't approach a member of staff if I had an issue or concern. We love looking at the learning journals at home as a family.'
- 'Personally I can't fault Banff Nursery and its staff in any way. My child is always happy to go and I have seen a huge development since her starting there.'
- 'Banff nursery has a wide range of different activities. My child loves attending the nursery and has formed a brilliant relationship with the staff.'
- 'Would like a new range of toys and activities, quite repetitive.'
- 'My son has blossomed since starting nursery. He's become more independent and outgoing, and thoroughly enjoys the outdoor sessions at Duff house. He is eating so much better too, and a good variety of foods. The initial getting to know you sessions were invaluable in ensuring our son knew what to expect. He is learning new skills all the time.'
- 'The staff at this facility are it's best feature.'
- 'As parents, we enjoy having the learning journals to look at as this gives us good insight into what our child is learning at nursery and what we can do at home to compliment this.'

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	5 - Very Good
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

Overall children were happy and settled in the service. Some children became upset and unsettled during our visit, however, they were very quickly comforted and reassured by caring and nurturing staff and the children quickly settled.

Most staff knew children and their families well; they provided a welcoming and inclusive environment for children and families. The service provided a keyworker system whereby children had a named person who was responsible for their care, supporting their individual needs and monitoring their progress. Children knew who their keyworker was, it was clear that children benefitted from the security and continuity of care from their keyworker.

Children who required additional support were well supported by staff who worked closely with other professionals to share observations, implement strategies and plan for children's progress and development. Some children required medication; we looked at the systems the service had in place to ensure the safe storage, recording and administration of medication. We found that there were inconsistencies in the way staff recorded when medication had been administered. We also noted that the service had accepted medication, which had not been provided in original packaging or with the dispensing label. We asked the management team to review and share with staff the document 'The management of medication in daycare and childminding service' and improve systems and procedures for dealing with medication.

We had previously recommended that the service improve how staff evaluate and plan for children's progress and development. We could see that systems had been introduced to support staff to monitor and track children's progress. Children's learning journals evidenced the types of activities and learning that they had been engaged in. Staff should continue to improve on how they record children's learning, ensuring that observations are evaluative and include planned next steps in learning.

Most children were getting used to, and experiencing a longer day at nursery. Staff were very sensitive to this and were responsive to when they became hungry or tired. Staff carefully planned children's learning experiences to ensure that children experienced a mixture of structured planned activities as well as opportunities for them to lead and direct their own play and learning.

Mealtimes was a new experience for some children, more children were staying for lunch at the setting. Staff carefully planned meal times; this ensured that mealtimes were a sociable and relaxed experience for children. On the day of inspection, the lunch provided for children was pizza, mashed potato and beans. The provider should give further consideration could be given to 'Setting the table - Nutritional guidance and standards for childcare providers in Scotland' when planning meals to give children a well-balanced diet. This can be found on the Care Inspectorate hub.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

The building was owned and maintained by the local council; staff said that any reported faults or repairs were dealt with quickly, helping to ensure the environment contributed to the children's wellbeing. The environment was clean, bright and well maintained. Effective security systems and policies were in place to support the health and safety of children, families and visitors to the service.

Access to a secure outdoor play area via the playroom enabled children to play safely outdoors. We noted that staff were deployed outdoors daily, this provided opportunities for children to engage in play spontaneously indoors or outdoors. In addition to this children had access to areas within the school such as the school playground and sensory room. We saw children playing and having fun both indoors and outdoors. The improvements to the free flow opportunities for children and the use of all the areas available within the setting had improved the learning environment for children.

In order to meet the needs of children experiencing extended hours in the setting, staff had worked hard to develop and improve the environment. Designated learning areas had been introduced to provide challenge and stimulation to children. We observed children moving confidently around the playroom. They knew where resources were stored and could choose from a variety of resources and activities independently. Quiet areas had been introduced, this provided space for children who wanted to relax or have a break from the busy playroom environment. Staff were deployed and available in the quiet areas to support children, where they could offer comfort and engage them in quieter activities such as storytelling.

Infection control procedures took account of good practice guidance. For example, children were learning about the importance of personal hygiene and how to keep healthy, as they washed their hands after using the toilet and before having their snack and lunch; liquid soap and paper hand towels were used. Personal Protective Clothing (PPE) was available for use by the staff if needed.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

There had been significant changes to the staff team and to staff roles as a result of the early learning and childcare expansion. The senior practitioner had been appointed as manager of the service, and two new lead practitioners had been employed. Although staff were very new in post, we noted that they were keen and motivated to work together, lead the development of the service, and promote positive outcomes for children and families who used the service.

Staff were kind, caring and nurturing. We observed children, and their families being welcomed and included in the setting. Staff recognised the importance of working closely with families in order to fully support children to reach their potential. We observed staff enabling children to choose and make decisions about what they wanted to do; children who required help were supported and encouraged by staff in a sensitive and positive way.

Staff were skilled and qualified to carry out their roles effectively. They were committed to their own personal development and embraced opportunities to participate in relevant training. Staff spoke confidently about the positive impact training had on individual children, about how they planned and organised the learning environment and about how they monitored children's progress. Additional training around Schemas, 'share the moment' (speech and language), and emerging literacy had enabled staff to identify needs and implement strategies to support children.

Staff attended core training in child protection; this raised awareness and increased their confidence in order to address any issues that arose. We were confident that staff had the skills, knowledge and understanding to safeguard and protect children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

The newly established management team consisting of the head teacher of the primary school, senior practitioner and two lead practitioners worked well together and shared the same vision and aims for the development of the service. They worked well together and were respectful of each other's ideas, skills and qualities.

Following a shared inspection that took place between the Care Inspectorate and Education Scotland in September 2017 the management team had worked hard to address three of the four recommendations that had been made.

We previously recommended that in order to ensure continuous improvement in the provision and secure the best possible outcomes for children the head teacher and staff should develop robust improvement plans and implement systematic and in-depth self-evaluation, monitoring and review. We noted that an improvement plan was in place that identified key areas for improvement, we saw that some progress had been made and that the management team had shared and engaged staff in the self-evaluation tool 'How good is our early learning and childcare'. Although in the early stages, they had begun to use this tool to measure and evaluate the quality of the service they provided. The senior practitioner discussed how she planned to take a more focused approach to self-evaluation, using the tool to measure the quality of specific aspects of the service. We have made a recommendation that the service continue to develop a systematic and in-depth self-evaluation, monitoring and review. **(See recommendation 1).**

The service adopted an inclusive approach to consultation with children and families. They shared information through a variety of resources. The service respected and valued children's and families feedback, and used their ideas and suggestions to direct change, and improve outcomes and experiences for children. All 18 parents who returned Care Standards Questionnaires to us, prior to our inspection visit strongly agreed or agreed that the service had involved them in developing the service, and that overall they were happy with the quality of care their child received at the service.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. In order to ensure continuous improvement in the provision and secure the best possible outcomes for children the management team should continue to develop systematic and in-depth self-evaluation, monitoring and review.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

Grade: 4 - good

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

Recommendation 1

In order to ensure that children are fully supported to reach their potential the manager should support staff to further develop how individual children's progress is evaluated, tracked and used to plan differentiated learning experiences.

National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 4: Engaging with Children

This recommendation was made on 26 September 2017.

Action taken on previous recommendation

The service had made good progress in managing how they tracked, monitored and evaluated children's learning and development. This recommendation had been met.

Recommendation 2

In order to ensure that children benefit from a rich environment and relevant routines, activities and experiences the manager should support staff in implementing best practice and evidence based research and review practice regularly.

National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 5: Quality of Experience

This recommendation was made on 26 September 2017.

Action taken on previous recommendation

The service had made good progress in meeting this recommendation. Further information about the progress can be found under the quality of the environment section of this report. This recommendation had been met.

Recommendation 3

In order to ensure that children can be physically supported in the best way possible and their learning enhanced the manager should ensure that staff training is strategically planned for, accessed and used to further develop outcomes for children. This should ensure that exclusion is unnecessary.

National Care Standards Early Education and Childcare Up to the Age of 16 – Standard 12: Confidence in Staff and Standard 13: Improving the Service

This recommendation was made on 26 September 2017.

Action taken on previous recommendation

The manager and staff had met, discussed behaviour management strategies and implemented procedures to ensure that children are fully supported and that exclusion does not occur. This recommendation had been met.

Recommendation 4

In order to ensure continuous improvement in the provision and secure the best possible outcomes for children the head teacher and staff should develop robust improvement plans and implement systematic and in-depth self-evaluation, monitoring and review.

National Care Standards for Early Education and Childcare Up to the Age of 16 – Standard 13: Improving the Service

This recommendation was made on 26 September 2017.

Action taken on previous recommendation

Having looked at the service's improvement plan and self-evaluation systems, we could see that the manager had implemented some procedures. This was in the early stages and had not yet impacted on the quality of the service provided. We have therefore concluded that this recommendation has not been met and has been repeated under the Quality of management and leadership section of this report.

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	
25 May 2017	Announced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
30 Oct 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good
8 Nov 2011	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
1 Mar 2010	Announced (short notice)	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good

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