

Gallatown Nursery Day Care of Children

Rosslyn Street
Kirkcaldy
KY1 3AB

Telephone: 01592 583483

Type of inspection:

Unannounced

Completed on:

5 February 2019

Service provided by:

Fife Council

Service provider number:

SP2004005267

Service no:

CS2003015886

About the service

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

Gallatown Nursery is registered to provide a care service to a maximum of 79 children from birth to an age not yet attending primary school, of whom no more than 10 are less than 3 years of age. The service is provided from a standalone building to children under three in one area and children over three in three separate playrooms. Other rooms are also used to offer family sessions, as lunch areas or libraries for example. Children have access to a large enclosed garden which they use throughout the sessions. Two 3-5 rooms and one under three's rooms have direct access to the garden. One 3-5 room does not but systems are in place to ensure access. The nursery is in the centre of Kirkcaldy and is provided by Fife Council. The service aims to 'provide a welcoming, safe, secure and inclusive learning environment'.

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.

Parents, carers and guardians will be referred to as 'parents' throughout this report.

What people told us

We observed all children present in all rooms during our visit. We found the children to be at home in the service, comfortable and confident in the care of staff.

We sent 20 Care Standards Questionnaires to parents of children who attend the service. We received 5 completed questionnaires before the inspection took place. Four parents 'strongly agreed' and one 'agreed' that overall they were happy with the quality of care their child received in this service. We also spoke with some parents during our visit. We have included a selection of comments which represent parents views below:

'My daughter is always keen to share news about her day. If she has an interest she tells us about different activities she has been doing and how staff have helped her with them.'

'I feel there has been a good positive change at the nursery and more regular outings for the kids. Staff are very supportive to my family situation and are very approachable.'

'I've been coming since my child was a baby to the groups like Bookbug. I like that there is a lot of variety in the toys and resources. The team have been helping my child settle as he's having a bit trouble separating from me.'

'We get our child's folder home regularly. The staff are great and my child has lot's of fun. We use the forms available on the doors to add in things from home to her folder.'

'The staff give me good information. My child and I are happy with the service.'

'All my children have went here so I know the team well. The children love playing with their friends, and I can speak with the staff about anything I might be concerned about.'

Self assessment

We did not request a self-assessment as part of this inspection. We viewed the services' internal improvement plan during our inspection.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	5 - Very Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

Children could access snacks independently when they felt hungry. The self-service approach allowed children to come for more food and even take snacks outside if they were busy playing. Routines for hand washing and washing dishes were apparent and children even took responsibility for helping others with the process. Children could access water unaided throughout the day. These arrangements supported children's health and nutritional wellbeing.

All children had better access to outdoors. Their abilities to dress themselves appropriately for outdoor play and make choices were clear. Barriers to outdoor play had been reduced through use of walkie talkies so that children in the far end room could independently access the garden through one of the other playrooms. Moving the older children (who were more capable of making requests) to this room had made this improvement possible.

Staff were sensitive and supportive of children's emotional wellbeing. The proactive team recognised emotions and had also set up emotions areas in some rooms. Offering comfort and helping children to resolve issues resulted in the children feeling respected and secure.

The language rich environment and supportive techniques used by the team helped children and families with English as an additional language or pre-verbal children to understand, communicate and receive information. This resulted in an enabling and inclusive approach for children which enhanced a sense of belonging.

Transitions were well supported through early interactions with families and helped develop trusting relationships. Children appeared secure with strategies in place such as a parent staying in sight of a child or children bringing comforters. This helped children feel safe and secure.

Most children were supported to learn through exploration of the play environments and experiences. We saw examples of staff praising, encouraging and offering helpful instructions to aid children in problem solving and perseverance of tasks and skills development.

Children were able to contribute ideas, have interests followed up and make choices about their learning. Most children experienced self-directed play which offered a variety of social interactions and imaginative and creative

play opportunities. Learning through exploration, trial and error, and having time and space to investigate enabled children to challenge themselves and achieve. We noted that work had been on-going to meet two of the recommendations we made at our last inspection. For example, clearer recording of significant events and conversations identified and enabled support to be given for additional needs at differing times. Child led and responsive planning was more apparent and working well. As work was still progressing on children's PLJ's and linking the individualised approaches to the planning we have carried forward the remaining parts of these recommendations into one recommendation in this report. **(See recommendation one.)**

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The provider should further develop children's Personal Learning Journeys and approaches to individual planning to show progression in learning. This may include:

- next steps linked to developmental milestones and skills development
- meaningful observations which recognise the child's learning in the experience
- child and family friendly approaches to promote their involvement
- use of observations to extend learning and enrich children's individual experiences
- consideration of developing skills rather than interests
- effective individualised approaches to planning (SHANARRI forms for under three's have great potential when in place for all children)
- planning effectively for progression (linking PLJ observations and next steps to planning clearly).

This will strengthen the planning and documentation of children's progression and achievements.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential (HSCS 1.6).

Grade: 5 - very good

Quality of environment

Findings from the inspection

Children were safer due to staff being confident and competent in their role of protecting children. They were aware of all procedures in place for child protection and reporting poor practice concerns which were clear, robust and utilised well by the team to act promptly to protect children.

The environment was welcoming and inviting. It felt homely, pleasant and comfortable which would help children and parents feel safe and like they belonged. The enhanced parent, reception and library areas added to the comforting and nurturing atmosphere.

Children were viewed as capable and responsible, for example some were able to go to the toilet alone or visit other rooms. This demonstrated trust and promoted independence.

Most of the play rooms were well-set up and provided opportunities for curiosity, creativity and inquiry. Children could move around freely and enjoyed exploring the open-ended, natural and realistic materials. Although most rooms offered children high quality learning opportunities, this was not consistent in all rooms. We advised that further work be undertaken in the thistle room to ensure all children benefit from a stimulating, well-set up and challenging environment. This could include more ways to entice children to explore learning and skill development opportunities. This would strengthen the children's progression through richer play experiences.

Children benefitted from open access to the shared outdoor play area. Here they could mix with all ages and rooms in the well-resourced garden. Experiences included planting and growing, nature, physical, water, mud, literacy, numeracy and creative play and learning opportunities.

The Eco-schools projects enhanced children's knowledge, skills and awareness of the cycles of nature. Cookery books with photos and methods used to produce recipes from foods grown by the children became firm favourites at snack times, such as the rosemary roasted wedges. The recycling projects allowed children to gain an understanding of their responsibility to recycle and the impact on the natural environment.

The use of the community helped promote health and wellbeing. The mini-bus was used well to enable children to take part in experiences such as forest and beach learning opportunities. They were extending their enterprise projects by going to the shops to buy fruit and vegetables to sell recipe bags or to collect stones to recreate story stones for the book corners in their rooms. Children were able to learn about their local community, road safety and what their body could do in different natural areas, for example tree climbing or navigating slippery rocks.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

Most children were supported by a sensitive team and we saw some examples of how staff helped children with their interactions with friends. They offered solutions and also asked the children how they thought they could make their friend feel better or come to a compromise. This promoted respectful relationships. Further work with some staff would help consistency in the language used to support children's play and understanding.

Investing in relationships with families and informing them of other agencies or groups that they may find interesting and useful enabled trust and respect to be built. Some groups on offer were PEEP (Peers Early

Education Partnership) and Bookbug. Some positive impacts had been noted such as children's attendance and parents career opportunities advancing through groups like 'cooking with kids'.

Parents felt involved through information and play @ home strategies such as 'nursery bags' with numeracy activities. Learning newsletters and how parents could extend this at home resulted in children receiving support in nursery and at home. Parents felt included and respected by being invited into the rooms to share their talents or careers with children, for example playing the saxophone or speaking to the children about safety. The family forum created a safe space where feedback and ideas could contribute to the life of the service.

Staff have embraced and appreciated their training opportunities and their involvement in the service improvement plans. Staff we spoke with said they felt supported by the management and senior team and had accepted the changes that were benefitting children. One said, 'I feel privileged to work with such a great team'. The team should now work on becoming more aware and confident to record and describe how training has influenced their practice and in turn, outcomes for children. The upcoming open evenings where they share their work with their peers would help build on the work already carried out in this area.

Training opportunities had targeted some of the service's areas for improvement. External providers included speech and language therapists and educational psychologists. The team had received sessions on early attachment and were all aware of the need for children to make secure attachments. This was noted during our visits as we could see children had formed close bonds with the key staff in their rooms. This would help children to feel secure and safe which in turn would support their achievements.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

Staff had good support, especially apprentices who were given areas of responsibility. For example, they were in charge of helping the children source fruit to sell as part of their enterprise work. The open door policy of the management team is appreciated by staff who said they were clearer and more confident of the roles and responsibilities of the shared headship team. A newer member of staff we spoke with felt welcomed and at ease. She felt management had recognised her strengths and had given her responsibility for the library.

Time was given to staff to have meetings, attend training, have professional dialogue, hone interests and develop their career. The team used best practice and took forward their own ideas. The investment in the team promoted reassurance, respect and a sense of being valued. For example, a trainee was put forward to attend a 'Play on Peddles' course.

Steps had been taken to improve the under threes experiences which had been successful after moving the

rooms around. Strengths and experience of staff was being used by allowing more leadership opportunities or moving them to work with another age group to given them a new challenge.

A member of the management team have each taken responsibility for a room and its development. This will enable more target work in partnership with each team to support improvement and maintain consistency in each room.

We advised that lunchtime experiences be reviewed and enhanced. Independence should be further promoted through self-service; similar to the good practice at snack times. We also advised that waiting times be reduced and that children should all be served at the same time. All foods should be served on a plate, even if children have packed lunches. This would help enhance children's independence, feelings of respect and promote responsibility.

Care plans and personal plan information needed to be updated six monthly. The medication records needed to be updated three monthly. The care plan system in the folders needed to be clearer and attention needed to be paid when updates were made to ensure all information was present and accurate. We discussed this with the management team who agreed to put in place further quality assurance processes to achieve this. This would help to ensure children's health, medical and safety needs continued to be met. One recommendation from our last report about quality assurance was not fully met and has been made again. **(See recommendation one.)**

The whole team had been on a journey which included developing the improvement plan and curriculum rationale. This harnessed a shared vision and responsibility for continued improvement. The service was well placed to continue to embed the strong areas of practice and achieve a consistent approach to sustained improvement.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The provider should ensure the management team further strengthen the systems to effectively monitor interactions between staff and children. This will support staff to be more consistent and effective in their interactions with children.

Consideration could be given to:

- specific feedback to individual staff about their work and interactions
- the stage of development and emotional wellbeing of children is supported by staff
- support and mentoring strategies to improve practice
- measuring the impact of interactions on children's future outcomes.

This will ensure all children receive a high quality and enabling interactions.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'I experience high quality care and support based on relevant evidence, guidance and best practice (HSCS 4.11).

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

We recommend that the provider further develop children's Personal Learning Journeys to show significant learning. This may include:

- next steps linked to developmental milestones and skills development
- meaningful observations which recognise the child's learning in the experience

- using a variety of observation types to gather information about children
- child friendly approaches to promote their involvement
- family involvement in developing the learning journey
- continued recording of significant events which may give rise to an additional support need, both short term and long term.
- visual tools to increase communication and promote involvement.

This will help children achieve their full potential, as well as help them to feel included, respected and responsible.

National Care Standards Early Education and Childcare up to the age of 16: Standard 4 – Engaging with Children

This recommendation was made on 28 November 2017.

Action taken on previous recommendation

Although some work had been carried out which partially met some elements of this recommendation we have carried forward parts which have not been fully met into recommendation one in 'Quality of Care and Support'.

Recommendation 2

We recommend that the provider develop their approaches to planning experiences for children under three, including increasing staff understanding of the cycle of observation, assessment and planning. This could include:

- developing child led planning approaches
- developing responsive planning
- making planning and learning more visible for children and families
- use of observations to extend learning and enrich children's experiences
- consideration of developing skills rather than interests
- effective individualised approaches to planning
- planning effectively for progression
- consideration of child development and theories.

This will support children to achieve their full potential.

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

This recommendation was made on 28 November 2017.

Action taken on previous recommendation

Although some work had been carried out which partially met some elements of this recommendation we have carried forward parts which have not been fully met into recommendation one in 'Quality of Care and Support'. We will also focus the parts which have still to be met on all age groups.

Recommendation 3

We recommend that the play environment for children under three be improved to be more reflective of, and responsive to, children's needs and interests. This may include:

- consideration of the spaces used for under three's provision
- systems to allow children access to outdoors more responsively
- consideration of children's individual needs

- an increased understanding of how to recognise the wishes of non-verbal children
- increased provision of resources to stimulate children's senses
- opportunities to further enhance knowledge of current best practice of development for children under three.

This will ensure younger children feel respected, responsible and included as well as provide a high quality of experience for all children in the service.

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

This recommendation was made on 28 November 2017.

Action taken on previous recommendation

This recommendation was met. The under three year old children had moved rooms to one which gave them direct access to the garden. The environment was well-set up and communication strategies had been developed. Although more quality and breadth were advised, we found the natural and open-ended resources were far more apparent within the room. This provided a richer experience to younger children.

Recommendation 4

We recommend that staff develop their confidence in self reflection and creating a solution focussed ethos in the service. They should consider how to solve problems proactively and overcome barriers to learning, independence and choice with a positive attitude. This will ensure children are being given the highest quality of care in the service.

National Care Standards Early Education and Childcare up to the age of 16: Standard 13 – Improving the Service

This recommendation was made on 28 November 2017.

Action taken on previous recommendation

This recommendation was met. The systems in place helped the staff to meet, reflect and improve on their work practices. The ethos in the service was much more solution focussed. The team all agreed they were supported well by the management team.

Recommendation 5

We recommend that staff further develop the interactions they have with children under three to help them achieve their full potential. Specifically, staff should consider how they interact with children to meet their emotional wellbeing needs and stage of development. In addition, they should consider how they can challenge children's thinking and extend their learning in their interactions with children. This will include being respectful of children's choice and reducing interruptions to their play.

National Care Standards Early Education and Childcare up to the age of 16: Standard 4 – Engaging with Children

This recommendation was made on 28 November 2017.

Action taken on previous recommendation

This recommendation was met. We have included many examples with in our report. Staff interactions were caring, nurturing and enabling for the youngest children. They interacted at the children's level and offered relevant extensions to their play.

Recommendation 6

We recommend that the service develop systems to support staff in understanding their professional roles and responsibilities as early learning and childcare practitioners registered with the Scottish Social Services Council and General Teaching Council of Scotland. This could include:

- use of the 'Continuous Learning Framework' to develop staff competencies (www.continuouslearningframework.com)
- use of 'Step Into Leadership' to access support materials for staff (<http://www.stepintoleadership.info/>)
- shared expectations of staff roles and responsibilities as defined by the service
- regular monitoring of staff practice to measure performance against the competencies
- opportunities to self assess and reflect on their practice in line with current guidance for early years practitioners.

This will ensure staff are well trained to meet the wellbeing needs of all children in the service in line with best practice guidance.

National Care Standards Early Education and Childcare up to the age of 16: Standard 12 - Confidence in Staff

This recommendation was made on 28 November 2017.

Action taken on previous recommendation

This recommendation was met. Although one part was still progressing we evidenced enough improvement to consider this met. Staff were being deployed to utilise key strengths and interests. Responsibilities and leadership roles were clearer. There were multiple opportunities for staff to consider their work in relation to best practice.

Recommendation 7

We recommend that the management team introduce a system to effectively monitor interactions between staff and children. This will support staff to be more consistent and effective in their interactions with children, especially with children under three. Consideration could be given to:

- specific feedback to individual staff
- the quality of interactions with different individuals
- the stage of development of children when interactions are observed
- support and mentoring strategies to improve practice
- training and development opportunities, where required
- measuring the impact of interactions on children's future outcomes.

This will ensure all children receive a high quality of interaction with those who care for them.

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

This recommendation was made on 28 November 2017.

Action taken on previous recommendation

Although some work had been carried out we were unable to evidence this as met. We have carried forward this recommendation into 'Quality of Leadership and Management'.

Recommendation 8

We recommend that the service further develop strategies to include children and families in the improvement agenda. This will ensure they feel respected, included and responsible for developing aspects of the care and learning they receive.

National Care Standards Early Education and Childcare up to the age of 16: Standard 14 - Well-Managed Service

This recommendation was made on 28 November 2017.

Action taken on previous recommendation

This recommendation was met. All staff were included in the improvement plan and parents and carers had lots of opportunities to provide feedback and be included in the development of the service.

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
31 Oct 2017	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good
17 Dec 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
11 Nov 2011	Unannounced	Care and support 5 - Very good Environment Not assessed

Date	Type	Gradings	
		Staffing Management and leadership	5 - Very good Not assessed
25 Jun 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 5 - Very good

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