St. Andrews University Day Nursery
Day Care of Children

Strathkiness High Road
Fife Park
St. Andrews
KY16 9UE

Telephone: 01334 470642

Type of inspection:
Unannounced

Completed on:
27 February 2019

Service provided by:
Rainbow Nursery Ltd

Service provider number:
SP2005007625

Service no:
CS2003007455
**About the service**

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found on our website at [www.careinspectorate.com](http://www.careinspectorate.com).

The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

St. Andrews University Day Nursery is registered to provide a care service to a maximum of 19 children aged 0-2 years and 44 children aged between 2 years and below the age to attend primary school. The out of school provision may be provided to a maximum of 16 children from an age to attend primary school to 12 years old. The provider is Rainbow Nurseries Ltd.

The service is purpose-built, with the accommodation on one level and comprises of four playrooms, two outdoor play spaces and a central hall, used by out of school care. The service benefits from having a mini bus, which enables them to regularly visit the local community and collect children from primary schools to attend out of school care. The service also benefited from links with St Andrews University. St. Andrews University Day Nursery is on the outskirts of the coastal town of St. Andrews and has good access to a community garden, public transport links and local primary schools. The service aims to provide a safe and stimulating environment in which children can feel happy and secure and have opportunities for play.

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 observed children enjoying their play. They presented as happy, confident and relaxed during our visit. One child told us that she likes to look at her mummy on the family wall.

We sent out 28 care standards questionnaires to parents of children who attend the service. We received nine completed questionnaires’ from parents before the inspection. We spoke with six more parents individually during our inspection. Overall, all parents were very happy with the care and support their child received in this service.

They told us -

“Staff have always been available to listen to my concerns as a partner. They have also gone the extra mile on several occasions to make sure they addressed any concerns I may have had with a particular situation.”

“Children go on lots of trips to the beach, forest, walks round local environment and local parks. Staff respond to interests within the group of children at a particular time, gathering info and resources to match the interest of the children, great to see”.

“Fabulous nursery! My eldest child benefitted hugely from the care and attention from all the workers, but especially his keyworker“. My daughter who now attends rainbow is getting a similar high quality standard of care and I could not be happier“.
"We have been very happy with the service and the overall quality of the Rainbow Nursery in St Andrews."

"I have absolute faith in sending my child to Rainbow, St Andrews University Day Nursery every day. He has an excellent experience each time. I feel that he is being nurtured and staff (all staff) have a positive impact on his development. He is known by name and is always greeted by everyone. In his own room, he feels comfortable, he is allowed to explore independently and lead his experiences into what he is enjoying and interested in. His learning journal and all daily interactions with his keyworker show a real understanding of care for my son. I couldn’t be happier and feel more confident that is being cared for”.

"I feel my children are very special to the staff."

"I appreciate the flexible service that the nursery provides. I can get extra sessions and collect my child later if required.”

We spoke to six children who use out of school care, who told us-

"Out of school care is really good fun and there are lots of toys to play with."

"We made a party at out of school care and invited all the toddlers and we read to them. Naomi is really nice and so is the macaroni cheese."

Self assessment

The service was not 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. Priorities identified in the improvement plan will help to ensure there is a shared understanding of how to record significant learning and how learning opportunities could be promoted and extended.

From this inspection we graded this service as:

| Quality of care and support | 5 - Very Good |
| Quality of environment      | 4 - Good     |
| Quality of staffing         | not assessed |
| Quality of management and leadership | not assessed |

What the service does well

Staff engaged positively with children, who were confident and played well together. They were thoughtful and tuned into how they learn. Staff knew the children well and were able to talk about their needs and interests confidently. All children had a personal plan, which set out how their needs were met. Staff noticed non-verbal cues and used lots of language and commentary, supporting communication skills."
Healthy snacks, helped children to develop healthy eating habits. Similarly, they could also help themselves to water and fruit throughout the day. We were confident that children’s care and wellbeing needs were met and protocols were in place to support children who required additional support. Students and new staff received a thorough induction, which enabled them to have a sound understanding of health and safety and children’s medical requirements.

Staff recognised when children were upset, acknowledging their feelings. We saw caring interactions when staff gave children a cuddle as they were waking up, which helped them to feel nurtured. Similarly, we heard staff asking open questions, to support children to find solutions, for example, “Oh dear, what happens when we do that?” Children could look at the family wall and talk about their families, making connections to home.

Child centred learning experiences took account of children’s interests and learning styles, for example, the children visited Campedown Wildlife Reserve, where they could develop their interest in animals. Learning walls and mind maps showed consultation about what the children would like to learn. Children were learning about countries and we could see links to the snack area, where the menu related to countries families came from. Such relevant experiences supported children to extend thinking.

The service had worked hard to make improvements to the environment and had recently benefitted from new carpets and flooring. The staff told us that the manager was supportive when new resources were requested. Staff used self-evaluation to reflect on the environment and make improvements, using ‘How Good is Our Early Learning and Childcare’ Framework.

Motivated staff responded to suggested improvements to the outdoor area, as advised by Fife Council. We saw children using the outdoor water tap and buckets to collect and transport water from one area to another and created a ‘bus’ using chairs. Children had space, time and freedom to use areas, with no restrictions. They were learning to assess and manage risks and work in teams to develop their play, through trial and error.

In the playrooms, some areas were well resourced. We saw open-ended, natural and realistic resources, for example a real telephone in the role-play area. This gave children the opportunity to develop their imagination and creativity skills.

Staff regularly used the mini bus to visit the forest and the beach. Children benefitted from building a fire pit on the beach, creating meaningful opportunities for them to appreciate their community. We saw children acting out this prior learning in the outdoor area, making a ‘fire pit’ inside a tyre. Staff supported children to extend their thinking by asking questions, such as “Do we need wet or dry wood to make the fire?”

**What the service could do better**

We recommended that the manager puts a system in place to ensure personal plans for out of school care children were all reviewed and updated with families within the required six month timescale. The procedures in place for administration and storage of medication should be reviewed to ensure that all children have their own medicine, which is clearly labelled with dosage, child’s name and expiry date.

We suggested that children could be more involved in preparing snack. This would give them greater choice and promote independence skills.
Consideration could be given to support staff to understand how they can better capture and support children’s individual significant learning through effective use of observations. Next steps in children’s learning should be used to inform future planning. This would support children to make progress in their learning and help staff to track children’s individual progress more effectively. We advised that children and families voices should be more reflected in the learning journals. Children’s personal learning journals should be of a consistent standard and all sheets should be completed.

Some areas in the playrooms were well resourced to promote learning, but this was not consistent. There were limited resources in some areas, for example a basket of Lego with not enough Lego to build. In other areas, resources were not well organised or displayed. This reduced opportunities for children to engage in rich challenging experiences, to extend their learning. Symbols could be used in playrooms to support self-selection of resources. For younger children, natural and sensory resources could be added and cause and effect toys for them to explore and discover. There was scope to develop digital technology; this would provide opportunities for children to develop skills in using and exploring digital technologies. We suggested that staff considered a designated area for digital exploration.

The team should now further explore the range of best practice documents available on our hub website at www.careinspectorate.com and use these to review and develop practice to ensure better outcomes for children. We advised the manager to familiarise herself with the notifications guidance, and make appropriate notifications to the care inspectorate. Staff should make best use of the Health and Social Care Standards to drive improvements and ensure better outcomes for children.

In order to ensure and maintain a pleasant, safe, inviting and stimulating environment the décor of the service needs to be improved and maintenance issues need to be addressed. See recommendations one and two.

**Requirements**

**Number of requirements:** 0

**Recommendations**

**Number of recommendations:** 2

1. The provider should have a planned action plan in place to improve the quality of the playrooms to promote better outcomes for children. This may include:

   - Reflection of the current décor of the building, giving consideration to how it could be improved to offer a comfortable, attractive and stimulating environment for children.

   - Improving the playroom for youngest children to create a homely environment, by introducing soft furnishing, low lighting and a comfortable adult chair to allow children to be comforted in a relaxing environment.

   - Consideration of the temperature of the playrooms; particularly when doors are opened for free flow play and children are sleeping on mats.

This will create a motivating environment to maximise effective learning.
This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that ‘I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment. (HSCS 5.22).

2. The provider should have a maintenance system in place to ensure that repairs are carried out within appropriate timescales. This may include:

- Prioritising safety issues to make sure that all children’s care, safety and wellbeing needs are being met.

- All staff will be vigilant and take prompt action to ensure safety and security of the children.

This will ensure risk benefit procedures are in place to remove or minimise any potential hazards.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that ‘My environment is safe and secure. (HSCS 5.17).

Complaints

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

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

There are no outstanding recommendations.
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<th>Type</th>
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<td>Unannounced</td>
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