

Tarland School Nursery Day Care of Children

Tarland School
School Road
Tarland
Aboyne
AB34 4UU

Telephone: 01339 881204

Type of inspection:

Unannounced

Completed on:

27 March 2019

Service provided by:

Aberdeenshire Council

Service provider number:

SP2003000029

Service no:

CS2003016335

About the service

Tarland School Nursery registered since 2002. The service is provided by Aberdeenshire Council from a room within Tarland Primary School. The service is currently registered to provide a care service to a maximum of forty children aged from three years to those not yet attending primary school.

The service aims include:

- To provide a safe, supportive and inclusive community where we value everyone, in which our children learn positive attitudes, develop good self-esteem and become confident individuals
- Enable all children and young people to access an inclusive curriculum that provides the appropriate challenge to allow them to fully develop their skills and talents.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is 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 GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

We inspected the nursery over two days. The playroom had a relaxed atmosphere where children were comfortable approaching staff and staff were kind and nurturing when interacting with children.

The nursery class had between nine and twelve children during each session and now offered morning and afternoon sessions.

The children were engaged with the activities offered and staff took the opportunity to extend children's learning where appropriate. The children were happy to include us in their activities and describe to us what they liked to do when at nursery.

Seven parents returned Care Standards Questionnaires before inspection and we had the opportunity to speak with six parents during our inspection. All parents told us that they were happy with the quality of care their child received in this service.

Parent comment included:

- "My child loves to be outdoors so I would like to see the nursery going outdoors in more sessions and all weathers."
- "When my child started nursery we were so pleased when they hit the ground running. His confidence has improved and he has been settled since his first day. The teachers are supportive and we are happy with the care he receives."

Self assessment

We had not asked the service to complete a self-assessment in advance of this inspection. We looked at the service's own improvement plans and quality assurance processes. 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	3 - Adequate
Quality of environment	4 - Good
Quality of staffing	4 - Good
Quality of management and leadership	3 - Adequate

Quality of care and support

Findings from the inspection

Staff knew children well and had good knowledge of children's individual care and support needs. Staff had reviewed and improved the format of the personal plan and gathered appropriate information about each child before the child started with the service. This information was then shared effectively with staff.

Staff ensured regularly discussion with parents, updated information when required and at least every six months. Staff were aware when there was a change to children's care and support and shared information appropriately to ensure children's changing needs were consistently met.

The playroom had a calm, relaxed atmosphere in which staff promoted respectful and supportive interactions. Staff used praise appropriately and supported children to understand and manage their emotions. This supported the development of children's self-confidence, including their social skills.

In recent weeks staff had begun to involve children in determining the direction of their own learning and development. Recent planning was responsive to individual children's learning needs and opinions and staff were beginning to identify learning intentions for children. Staff had grown in confidence and worked more effectively with Scottish Government Curriculum for Excellence 3-18 years.

We discussed the importance of staff's continued effective involvement of children in the planning/evaluation/next steps process.

Staff had recently begun to undertake effective observations of children's significant moments of learning. This information was being recorded, shared with children and parents and influenced the forward planning for individual children. Parents felt that they were kept informed about their child's learning and development.

Staff were engaged with children, actively listened to them and took some opportunities to extend children's learning. We discussed ways in which the setting may further promote extension of children's learning. Please also refer to the Quality of environment.

Staff understood the principles of the Scottish Government initiative, Getting It Right For Every Child (GIRFEC) and the importance of children and families being offered the right help, at the right time by the right people.

The service was in very early stages of instigating an effective planning cycle which promoted children's influence of their own learning and development and staff recognised the importance of now embedding this in practice.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 3 - adequate

Quality of environment

Findings from the inspection

Since last inspection the room layout had been assessed and changes made which supported the children to be more engaged with the activities and resources. At different times during the sessions the children were motivated and challenged by the activities with staff effectively extending learning.

We discussed that areas in the room could be further enhanced with the addition of some carefully chosen resources, including natural resources, which stimulated children to think, explore, investigate, problem solve and use their imagination both independently and with staff involvement.

We discussed how to promote the use of more open-ended resources after a group of children spent most of a session exploring a construction idea. They were having some difficulty constructing their building. Following staff suggestion they drew their building plans, displayed the plans for discussion, found the appropriate hard hats and tools and constructed their vision. The children were learning to cooperate, compromise, make decisions, take part in conversation and many more important skills.

It is important the environment, both inside and outdoors, supports children to spend time thinking and enquiring, to test their theories repeatedly and re-examine the same experience in a number of different ways and possibly over a number of days.

We noted that the setting had made a positive change in that the activities were now more child-led and any displays reflected the individuality of the children. We re-affirmed that the main focus during any creative activity should be on the process and not the product. The children were outside in the play areas and into the local environment on a regular basis. The children enjoyed walking in the local woods and discussed with us what they found whilst on their walks.

The staff were currently assessing their outdoor spaces and what additional resources they required. In the meantime, we discussed ways in which the outdoor environment could be enhanced by ensuring that the equipment already in the service was displayed to the best advantage and regularly available to the children.

Best practice references (this list is not exhaustive):

Care Inspectorate

Our Creative journey:

<http://hub.careinspectorate.com/media/603624/our-creative-journey-aug-17-master-combined.pdf>

My World Outdoors: http://www.careinspectorate.com/images/documents/3091/My_world_outdoors_-_early_years_good_practice_2016.pdf

Scottish Government

Loose Parts Play toolkit:

<http://www.inspiringscotland.org.uk/media/58451/Loose-Parts-Play-web.pdf>

Out to Play:

<https://www.gov.scot/publications/out-play-practical-guidance-creating-outdoor-play-experiences-children/>

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

Staff had a warm, nurturing manner with the children and were appropriately responsive to children both when inside and outdoors.

Staff were aware of positioning themselves in a manner allowing an unrestricted view of all of the children which promoted children's safety.

Staff ensured children were safe without being over protected. They encourage children to work out problems for themselves which included assessing personal risk. This promoted children's independence and self confidence.

Staff supported children to explore their environment both indoors and outside and showed appropriate awareness of when to allow children to explore an activity on their own. This promoted the development of children's skills and thought processes.

We discussed with staff ways in which the learning environment might be further enhanced and the pivotal role of staff. Staff readily supported children to explore and investigate during each session.

Staff knew children well and were aware of children's individual personality traits, they knew when to offer suggestions and when to leave a child to explore an idea by themselves. This promoted children's individual learning and development.

Children had secure, trusting relationships with staff and were comfortable approaching staff when they had queries or needed comfort or support.

Staff had been recruited by Aberdeenshire Council and described a safer recruitment process. Staff appeared to be suitably qualified for their roles and appropriately registered with the professional body, Scottish Social Services Council.

Staff had completed appropriate core training (child protection, first aid, food hygiene, infection control) and demonstrated appropriate knowledge and practice in these areas.

Staff had completed further training in response to the needs of the children in their care and identified professional development. Staff described how training had influenced their knowledge and practice in the nursery.

We discussed that staff should ensure that they undertake a review of their training and development needs and take steps to ensure all staff undertake regular, comprehensive training and development which influences their knowledge and best practice in the workplace.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 – good

Quality of management and leadership

Findings from the inspection

The staff team worked well together and were enthusiastic to identify and implement improvement.

With the support of the acting head teacher, staff had recently introduced a tracking and monitoring system for children's learning which they were finding to be manageable and effective. We discussed the importance of this practice becoming embedded in order to provide the consistency required to effectively support children's learning and development.

The service had introduced improvements in response to feedback from parents which included the use of the whiteboard in the cloakroom to keep parents better informed about what was happening in the classroom that day/week.

Parents were now welcomed into the classroom at drop off and pick up times and staff were considering Stay 'n' Play sessions for parents.

Staff had reviewed the classroom provision and were in the process of introducing more visible language and numeracy to all aspects of the children's learning. The improvements already implemented had contributed to a valuable learning opportunity for children during this inspection.

Staff had recently started using the current improvement plan as a working document with records of what had been achieved in the past few weeks. It is important that any identified improvements are then implemented and records indicate what has been successful, what has not and how this is influencing outcomes for children.

The service had aspects of a quality assurance system in place and had made real improvement in areas of the service during the past few weeks.

The manager and staff to now ensure that they regularly undertake comprehensive evaluation of all aspects of the service, assess the service improvement required and implement effective improvement plans. Feedback to be encouraged from all those with an interest in the service, particularly the children. **(See recommendation 1.)**

Staff may find it helpful to apply SMART criteria to any improvements identified. Improvement criteria should be Specific, Measurable, Achievable/Attainable, Realistic/Relevant and Time-bound.

Management and staff are keen to embed and build upon recent improvements to outcomes for children and families.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To support improved outcomes for children and families the provider, manager and staff to ensure they develop and effectively implement quality assurance strategies which regularly and comprehensively assess and improve the overall quality of the service.

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), and that 'I use a service and organisation that are well led and managed' (HSCS 4.23).

Grade: 3 - adequate

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

The provider, manager and staff to develop and implement effective, comprehensive quality assurance systems to regularly and effectively assess and improve the overall quality of the service, including outcomes for children. This process to involve everyone with an interest in the service including but not exclusively, children, parents and staff.

National Care Standards for Early Education and Childcare Up to the Age of 16 – Standard 13: Improving the Service and Standard 14: Well-Managed Service

This recommendation was made on 21 March 2018.

Action taken on previous recommendation

There has been some action taken in respect of this recommendation, however, systems are not yet consistent or comprehensive. This recommendation will be restated. Please refer to Quality of management and leadership for further information.

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	
21 Mar 2018	Unannounced	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
28 Mar 2017	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	3 - Adequate
5 Nov 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
15 Jan 2013	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
19 Nov 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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