

ABC Nursery Day Care of Children

The Grange
8 Grant Street
Alloa
FK10 1ND

Telephone: 01259 724900

Type of inspection:

Unannounced

Completed on:

30 May 2019

Service provided by:

Clackmannanshire Council

Service provider number:

SP2003002713

Service no:

CS2003011437

About the service

ABC Nursery has been registered since 1 April 2002.

The service is provided by Clackmannanshire Council and is registered to provide a care service to a maximum of 88 children aged from birth to those not yet attending primary school of whom no more than 21 are under 2 years, no more than 35 are aged from 2 years to under three years and no more than 32 are aged from 3 years to those not yet attending primary school. The service is located in Grant Street, Alloa and is currently open from 08:00-18:00. The nursery building has a playroom for children under two years old which has direct access to the garden; a large playroom for the two to five-year olds which also has direct access to the large garden. Children can access the whole garden from any of the playrooms which means children of all ages can play together. The large reception/hall area has been transformed into a shared learning area where children enjoy exploring a range of numeracy and literacy resources. It is also used as a quiet area for stories or group times. There is another multipurpose room where parent groups and specific experiences for children are held. Children also have access to toilet and changing facilities. The nursery vision is: 'ABC nursery will become a centre of excellence for children and families. We want ABC to be the best place for children and families to learn and grow together.'

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 (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people – and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Please note all parents and carers will be referred to as 'parents' throughout this report.'

What people told us

We observed the children in both rooms during our two visits. We found the children to be secure and happy in the care of staff. They were able to access a vast range of play and learning materials both inside and outside. Children were confident and could approach any of the team for help or to invite them into their play. Children's needs were met and exceeded in this nurturing and inclusive service.

We sent out eight staff questionnaires and received two back with comments. We spoke with almost all staff during the two days we visited. Overall, the staff were happy and motivated in their work.

We sent out 23 care standards questionnaires to the service to give to parents of children who attended the service. We received 12 completed questionnaires before the inspection took place. All 12 parents either 'strongly agreed' or 'agreed' that overall they were happy with the quality of care their child received in this service. We also spoke with two groups of parents who provided us with helpful feedback of their experiences.

They were extremely happy with the care and family support they were receiving. We have included some comments from these sources which represent parents views:

'My child is thriving at nursery and building relationships with staff and peers. They especially enjoy learning Makaton signs, stories, outdoor play and role play. We are extremely happy with the experience our child is having. ABC staff are always warm, welcoming and professional. The children's learning is evident throughout nursery. They link in with my child's interests and plan learning around this. They have great parent engagement with the newsletters, stay and play sessions, PEEP and LIFT.'

'ABC nursery has accommodated my child's needs and have implemented new procedures to ensure their health and safety. I had several meetings to discuss their care plans prior to starting. I receive continuous updates and casual 'check-in' chats on their health and how they are doing in general.'

'We are very happy with the care and service provided from ABC nursery. Our child thrives in the nursery environment and appears happy. She continues to make and grow friendships. We are happy with her development, learning, problem solving and reaching appropriate milestones.'

'All staff made my return to work much easier, by providing a safe, secure and nurturing environment for my baby. The genuine care that they all provide is evident on each visit. The enthusiasm and eagerness to attend by my child speaks volumes.'

Self assessment

We did not request a self-assessment in advance of this inspection. We viewed and discussed the service's internal improvement plans.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	6 - Excellent

What the service does well

It was evident that children were respected and well-cared for. This was seen in the mutually affectionate relationships observed and described by parents, including two who said they felt their child was loved. Interactions between children and staff were purposeful and enriching while being carefully chosen.

The team confidently encouraged children to test out and realise their own capabilities through their enabling attitude which supported them to realise their potential. Improvement was evident in how staff supported children to have fun as they developed understanding, investigation and problem-solving skills. Children's confidence, self-esteem, social and physical skills were encouraged through a balance of organised and freely chosen purposeful play. Children had excellent advantages to learn naturally through play where ample literacy, numeracy and general skills development opportunities were woven throughout everyday experiences, play and interactions.

The dedicated team had worked together successfully to develop and embed the reviewed vision and values which enabled them to assess and appropriately plan for children's future development, growth and learning. Children were viewed as capable, competent and confident individuals. Staff's high expectations of children were reflected in the level of autonomy children were afforded. Examples included the free access to a vast range of play experiences, resources and materials. For instance, the art areas in both rooms enabled children to create alongside friends, mix colours and textures and experiment with a range of equipment to bring their creations to life.

The team had taken extensive positive action to ensure the transition to school and into the service consisted of a stepped (and in one case a prolonged) approach. A major strength in this area was the transition arrangements for a child with additional support needs which started almost two years ago and included many of the child's friends. This excellent, inclusive and personal approach was linked to the improvement priority of integrating Makaton (helps people to communicate using signs and symbols) to help all children to understand and communicate with each other within this service and at other local schools.

Staff applied knowledge and skills exceptionally well to thread the language and communication strategy LIFT (Language is Fun Together) throughout the service. Now the literacy rich environment further enabled children to thrive in their abilities to socialise, listen and connect with peers. This initiative had reached home life due to the inclusive and purposeful interactions with parents. The proactive use of the enhanced play environment and approaches to supporting children's learning through self-directed play and interests resulted in children excelling in their early years.

Parents commented on the inventive use of QR codes (an array of black and white squares which phone cameras can read to take you to a web link or video) which they shared with their children to watch videos of play, explanations (of Makaton signs for example) or children showcasing their learning. Parents agreed they felt included and valued by the service and able to share in their child's play and learning experiences.

The uniqueness and the ability of the service to create and implement strategies to support children and families had been recognised and praised by parents and other professionals. Considerable improvements were recognised; for example, systems used to evaluate children's learning and development had been greatly enhanced. This increased relevant opportunities for staff to plan for and challenge children through play. Staff confidence and independence was encouraged through an excellent strengths-based and supportive leadership style.

The team benefitted from a nurturing and dynamic environment where they could grow as practitioners and flourish. Distributed leadership at all levels resulted in a very competent, confident and motivated workforce. Staff were positive about development opportunities and were able to demonstrate clearly how this had impacted on their practice. For example, some staff explained they were now supporting other staff with planning approaches. Staff felt safe to try out new initiatives and test things out.

Mechanisms were created to build on and utilise team strengths with the 'buddy' system for staff. This created avenues for peer support and challenge which resulted in a steady pace of improvement and growth of staff skills, knowledge and abilities. This developed stability and continuity of care and support for children.

The well-organised and forward-thinking leadership team continually strived to enhance children's; families and staff's experiences of being cared-for and working in the service. The nurturing, caring and respectful ethos filtered throughout the service and was mirrored in the children's respectful and responsible interactions with each other.

The services' approaches to quality assurance, introducing new ways of working and building upon prior successes should be commended and shared widely. Interpretation of best practice, strategies and relevant publications have resulted in the outstanding quality of the service being showcased by children, parents and staff. Being unique and making strategies work for the children and families has been recognised and praised by both parents and visiting professionals. As a result of the professional approaches the children are thriving in their care.

What the service could do better

The team should continue to meet and exceed the care and support needs of the children attending this service. The planned improvements will assist the service in meeting and maintaining their vision and aspirations for children.

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.

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.

Inspection and grading history

Date	Type	Gradings
26 May 2017	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
7 Jul 2015	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
18 Jul 2013	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
12 Oct 2011	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership 4 - Good
11 Jan 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 4 - Good Management and leadership Not assessed
14 Jan 2009	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good

Date	Type	Gradings	
		Management and leadership	4 - Good

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