

Kittybrewster School Nursery Day Care of Children

Kittybrewster School
Great Northern Road
Aberdeen
AB24 3QG

Telephone: 01224 484451

Type of inspection:
Unannounced

Completed on:
21 June 2019

Service provided by:
Aberdeen City Council

Service provider number:
SP2003000349

Service no:
CS2003014440

About the service

The service was previously registered with the Care Inspectorate on 1 April 2011.

The nursery operates from a large designated area within Kittybrewster Primary School, located in Aberdeen.

Current registration allows staff to care for a maximum of 30 children at any one time aged three years and over, but not yet attending primary school. There are two sessions each day; the first between 08:40 and 11:50 and the second between 12:30 and 15:40.

The aims of the service include the following:

'Provide a balanced, challenging and enjoyable curriculum, which meets the needs of all children, developing skills and interests, with support, celebration and encouragement in achievement', and

'Create a welcoming and secure environment, with an atmosphere promoting self-esteem, confidence and a positive attitude, where all are valued, included and respected.'

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

During the inspection we spent time with the children who were attending the nursery. The children were happy to show us how they made their own playdoh and told us about one of the books they had been reading at nursery. One of the children was very interested in letting us see the caterpillars, which were currently residing in the nursery, and they were looking forward to seeing these caterpillars turn into butterflies.

Before the inspection took place we sent out Care Standards Questionnaires (CSQs) to parents and carers to get their views on the quality of the service provided to their children. All the questionnaires were returned. Parents and carers were very satisfied with how their children were cared for and supported within the nursery.

We received the following comments:

'I am very happy for my (child) to go to Kittybrewster School. All the staff are very professional and good persons.'

'The staff is amazing and is willing to go extra mile for children's comfort. Always lovely trips planned.'

'My (child) attends this nursery and can be difficult at home. I have seen how the staff handled (my child's) tantrums and lack of understanding and they treated him kindly, compassionately and with care and patience. Since attending Kittybrewster nursery my (child's) communication and understanding have come on leaps and bounds. I also speak to the staff regularly and I always feel that my (child) is in safe hands at nursery. I could not be more pleased with the level of care my (child) receives here.'

'I'm confident and happy with the nursery and my (child) loves the nursery and everyone that works here.'

We also spoke to two parents during the inspection. One parent we spoke with told us that they felt the staff had been 'very helpful' and that they 'take a keen interest in my child.' They felt that the nursery had helped their child integrate better into the class and supported their child socially. They were pleased that the nursery children were getting to go on visits in the community; such as to a nearby aquarium shop to look at the many different fish.

Another parent we spoke with told us that their child enjoyed attending nursery and that she liked that there was plenty of space. The parent was not sure how the service was supporting their child's specific needs and had experienced little communication about how their child was progressing.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at the service's improvement plan. This needs to be further developed, informed by an effective quality assurance system to ensure that the service has an effective plan for improving the quality of care and support, environment, staffing and management and leadership.

From this inspection we graded this service as:

Quality of care and support	2 - Weak
Quality of environment	3 - Adequate
Quality of staffing	3 - Adequate
Quality of management and leadership	2 - Weak

Quality of care and support

Findings from the inspection

We found the quality of care and support to be weak.

Children were greeted warmly by staff who consistently demonstrated that they were caring and nurturing.

Children's general needs were being met by staff. Where children had additional support needs, staff needed to have a more detailed knowledge of these children, and use this to identify support required to help them achieve. Personal plans did not have sufficient detail to support staff's knowledge of how to meet specific needs. Guidance received from external professionals was not being followed in a regular and consistent way to support children's speech. Staff were not using information they had gained about children's individual interests to help develop relationships, to engage and to extend learning for these children (see requirement 1).

We looked at medication and found that there was conflicting and confusing written information in place, in relation to asthma medication for one child. The inhaler for the child was also not accessible within the nursery on the day we visited. This meant that an effective system was not in place to support this child's health needs.

Snack provided opportunities for the children to be independent. A rolling snack meant that children could eat, and drink, in a more relaxed and unhurried way and interruptions to children's play were reduced. Staff engaged positively with the children which helped to create a positive social experience.

Effective systems were not in place to ensure children were supported to achieve their full potential. Observations and next steps in learning were not focussed on what was significant for individual children. As a result, staff were often not providing opportunities to extend children's learning in areas where they most needed most support. Planning for children's learning was basic and included some things that would be expected to be seen occurring naturally in a nursery setting. It was not ensuring sufficient challenge was provided to support children's progression. Planning was not being evaluated to assess the quality and outcome of the learning experiences (see recommendation 1).

The quality of staff's engagement with parents and carers to support children's wellbeing and learning was variable. Some parents received very limited information about their child, which did not adequately support partnership working. Staff would also benefit from developing a better understanding of the impact a child's wider world can have on a child. This would support them to consider how they can best support families to ensure positive outcomes.

Requirements

Number of requirements: 1

1. To ensure that the additional support needs of children are being met and children are being well supported to achieve the provider must ensure that:

- Personal plans are developed and implemented that reflect children's current needs and provide clear guidance to staff on how they will meet each child's needs.
- The personal plans are reviewed in partnership with parents, carers and any other relevant agencies to ensure they are effective in meeting the needs of children.
- Staff are knowledgeable and competent in meeting the needs of children and are using this knowledge to effectively meet each child's needs.

by 2 October 2019

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "My care and support meets my needs and is right for me" (HSCS 1.19).

It also complies with Regulation 4 (1) (a) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

Recommendations

Number of recommendations: 1

1. To ensure children are challenged in their learning and supported to achieve the manager and staff should improve how staff observe and assess the development and learning of each child and use this assessment information to effectively plan for children's learning and development. This should involve working in partnership with parents and carers to support the best outcomes for children.

This ensures that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "I am supported to achieve my potential in education and employment if this is right for me" (HSCS 1.27).

Guidance to support the manager and staff with this can be found at:

<https://education.gov.scot/improvement/learning-resources/Effective-observation-leading-to-effective-assessment>

Grade: 2 - weak

Quality of environment

Findings from the inspection

We found the quality of the environment to be adequate.

The outdoor space had a range of natural loose parts such as; tree stumps, logs and branches, wooden planks, large wooden reels and tyres. These helped to encouraged the children to be creative and to problem solve. The children enjoyed the outdoor play which was free flow most of the time; supporting children to make choices. The staff could further increase opportunities for free flow between inside and outside. There were limited opportunities outdoors to support children's learning in relation to literacy and numeracy (see recommendation 1).

Some of the children and staff were enjoying their first outing as part of 'wee green spaces'. This was an initiative to get children out and about in natural spaces in the community to support them to be active and healthy. The staff team were committed to developing this and ensuring regular opportunities for children to participate.

We found children were enjoying a range of activities that were offered to them. They enjoyed being creative by making their own playdoh and drawing some pictures, they explored with water and were engaged with block play. It would benefit the children more and support them to problem solve and be more independent if these activities were less adult led. Staff took some opportunities help children develop their skills in understanding, thinking, investigation and problem solving, however these were limited (see recommendation 1).

Indoors there were some nice natural resources such as cones, pebbles, shells and wooden slices. The home corner would benefit from more real life resources such as tins, bottles, herbs and real foods. Staff could support the children initially to use these resources to have fun whilst also develop their skills in understanding, thinking, investigation and problem solving and being creative. The music area and reading corner need to be made more attractive and inviting so that children are interested in using these resources (see recommendation 1).

Consideration need to be given to providing a quiet, homely and inviting space within the nursery where children can go to relax and rest. This is important for all children but can be a particular need for children with sensory issues (see recommendation 1).

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To support children to achieve their potential the providers and managers should ensure that activities and experiences stimulate children's natural curiosity and supports children to problem solve, investigate and be creative. The environment should also support children's need for quiet time and relaxation.

This ensures that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling' (HSCS 1.30), and

"As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials" (HSCS 1.31), and

"My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells" (HSCS 5.18).

Guidance to support the manager and staff with this can be found at:

<https://hub.careinspectorate.com/media/1459/building-the-ambition-national-practice-guidance-on-early.pdf>

<https://hub.careinspectorate.com/media/1623/space-to-grow.pdf>

<https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/my-world-outdoors/>

<https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/our-creative-journey/>

Grade: 3 - adequate

Quality of staffing

Findings from the inspection

We found the quality of staffing to be adequate.

We found that the staff were motivated and keen to develop their practice and improve outcomes for the children.

Staff needed to develop their knowledge, skills and experience in some areas. They were not taking up many of the natural opportunities to extend children's learning and many of the activities were adult led. Where children had specific needs, such as in relation to speech and language, staff did not provide the required support even where there was clear guidance from relevant professionals about how this should be done. This resulted in some children not getting their needs met resulting in poor outcomes (see recommendation 1).

Staff had a limited knowledge of the Health and Social Care Standards (HSCS) and other best practice. Becoming familiar with these would support staff to develop their practice so that they can maximise positive outcomes for children and help them to achieve (see recommendation 1).

Staff had a limited understanding of Getting It Right For Every Child (GIRFEC). As a result they were not using tools such as the 'My World Triangle' to consider children's wider world and how this can impact on their wellbeing. They then need to use this to inform how they can support children in relation to the SHANARRI wellbeing indicators - safe, healthy, achieving, nurtured, active, respected, responsible and included (see recommendation 1).

Short meetings were taking place each morning before the children arrived. This was an opportunity for staff to discuss and plan and share information. Staff would also benefit from regular opportunities for staff support meetings on a one to one basis to allow them to discuss training, reflect on their practice and make links to best practice and to share any issues within a protected space.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To improve the quality of children's experiences and support positive outcomes the manager should ensure that staff develop their knowledge and skills in a number of areas. The manager should ensure that staff:

- Are skilled in effective interaction to support children to help them achieve and extend their learning
- Have a better understanding of best practice and are able implement this within their practice to effectively support children in the nursery.

This ensures that care and support is consistent with the Health and Social Care Standards (HSCS) which state that "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14).

Grade: 3 - adequate

Quality of management and leadership

Findings from the inspection

We found the quality of management and leadership to be weak.

The three recommendations made at the last inspection of the service had not been met.

A risk assessment had been put in place to ensure the safety and wellbeing of specific children attending the nursery who were assessed as requiring some adjustments to the regular routine. However, we found that staff were not consistently adhering to the risk assessment and this meant that insufficient action was being taken to keep children safe (see requirement 1)

There was not enough staff working in the service to meet the children's needs. Where children were identified as requiring on to one support this was not consistently available. This had a direct impact on outcomes for all children attending the nursery, but particularly so for the children requiring additional support. The manager was aware of this and was working towards securing additional support, however this must be put in place as a matter of urgency (see requirement 2).

Limited quality assurance systems were in place. A lack of monitoring of the quality of children's experiences meant that improvements required to support positive outcomes were not identified. Effective systems were not in place to identify whether the needs of individual children were being met (see requirement 3).

Systems in place to monitor staff practice were ineffective as we identified a number of issues that needed to be improved. There were no clearly defined roles in relation to quality assurance and the development and progression of the services improvement plan. It was unclear what the responsibilities were for the senior early years practitioner and for the manager. Clarification of expectations would help to focus the service on improving quality (see requirement 3).

There was a lack of self assessment to support improvements to the service. Staff would benefit from support to critically reflect, enabling them to identify meaningful changes that would have a positive impact on improving outcomes for children (see requirement 3).

Requirements

Number of requirements: 3

1. To ensure that children are kept safe the provider should ensure that effective risk assessments are undertaken which are then adhered to consistently by all staff

By 21 August 2019

This is to ensure that 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).

It also complies with Regulation 4 (1) (a) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

2. To ensure high quality care and support are provided to all children and positive outcomes are achieved the provider must ensure that there are sufficient staff working in the nursery at all times to meet the needs of all children.

By 21 August 2019

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that "My needs are met by the right number of people" (HSCS 3.15).

It also complies with Regulation 15 (a) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

3. To ensure children receive high quality early learning and childcare and their individual needs are met, the provider must:

- implement a robust and effective quality assurance process
- promote a culture of continuous improvement.
- ensure the roles of senior staff and the manager are clearly defined.

By 6 January 2020

This ensures 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).

It also complies with Regulation 3 of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

Guidance to support the provider and manager with this can be found at:

<https://hub.careinspectorate.com/media/1533/how-good-is-our-early-learning-and-childcare.pdf>

<https://hub.careinspectorate.com/media/1459/building-the-ambition-national-practice-guidance-on-early.pdf>

Recommendations

Number of recommendations: 0

Grade: 2 - weak

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

To improve the quality of children's experiences staff should be supported to reflect on their training and development opportunities and implement the learning from these into practice.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14).

This recommendation was made on 10 December 2018.

Action taken on previous recommendation

We found that staff still needed to develop their skills and knowledge in a number of areas. A new recommendation has been made under quality theme 3 - staffing.

Recommendation 2

To ensure children receive high quality care and early learning experiences management and staff should ensure an effective quality assurance system is developed and implemented in 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).

This recommendation was made on 10 December 2018.

Action taken on previous recommendation

We found that there continued to be a number of areas that required significant improvement within the nursery. There was not an effective quality assurance system in place to identify issues and ensure that they were effectively progressed. A requirement has been made under quality theme 4 - management and leadership.

Recommendation 3

In order to ensure all children are supported to achieve their potential, effective systems should be implemented to monitor children's progress, learning and development.

This is to ensure 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).

This recommendation was made on 10 December 2018.

Action taken on previous recommendation

There was not an effective system in place to ensure all children are supported to achieve their potential. A requirement has been made under quality theme 1 – care and support and a requirement has been made under quality theme 4 – management and leadership.

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
27 Sep 2018	Announced (short notice)	Care and support 4 - Good Environment 4 - Good Staffing 3 - Adequate Management and leadership 3 - Adequate
3 Mar 2016	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good
18 Feb 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
28 Feb 2012	Re-grade	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership 1 - Unsatisfactory

Date	Type	Gradings	
19 Jun 2009	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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