

Fraserburgh North School Nursery Day Care of Children

Fraserburgh North School
Finlayson Street
Fraserburgh
AB43 9JR

Telephone: 01346 518015

Type of inspection:

Announced (short notice)

Completed on:

10 May 2019

Service provided by:

Aberdeenshire Council

Service provider number:

SP2003000029

Service no:

CS2003015732

About the service

Fraserburgh North School Nursery has been registered since 2002 and it provides a day care of children service to a maximum of 20 children aged 3 to those not yet attending primary school. The nursery is provided by Aberdeenshire Council and is part of Fraserburgh North Primary School. The service is located in the coastal town of Fraserburgh close to local amenities.

The nursery was included in the overarching aims of the school, which had a meaningful child friendly version:

Fraserburgh North School provides a safe, caring place where people from all countries and families are welcomed and valued. All children get the right level of learning to make their brain grow and interesting things to do. We use the local community in Fraserburgh and people around the school to help us learn skills, values and knowledge to be the best we can be now and in the future.

We carried out an announced inspection of Fraserburgh North School Nursery on 08, 09 and 10 of May 2019 in collaboration with Education Scotland. During the inspection we observed and talked with the children as they played. We spoke with a group of parents and carers, observed staff practice and checked documentation relevant to the inspection.

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.

What people told us

There were around 25 children present on the days of the inspection aged from 3 up to 5 years. We observed the children and saw that they were happy and confident in the nursery. We talked with children and a few proudly shared their achievements:

'Come and see my painting; that's the sky, the sun and the moon. This is my dog Buster. Buster is on this painting, that's mine too and this is the grass.'

'Look what I am making with the play-dough; it's a circle.' (It was a star)

'I am watering the flowers because they need water and sun to grow. The sun is shining so they will be thirsty.'

Only two parents returned completed questionnaires to us before the inspection. We also spoke with parents during the inspection; all were very satisfied with the nursery. They felt their children were made welcome, were

well looked after and enjoyed coming to nursery. Parents reported that staff also made parents welcome and provided good feedback about what children had been playing with and what they had been learning about. A few parents were able to confirm the improvements made in the nursery over time.

Self assessment

From this inspection we graded this service as:

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

Quality of care and support

Findings from the inspection

The quality of care and support provided for children at Fraserburgh School Nursery was adequate.

Overall children's care and development needs were now more consistently and effectively supported. Personal plans, individual education plans and chronologies were comprehensive, regularly reviewed and interrelated. Staff used these well to get to know children and get their individual care right for them, for example planning enhanced settling in programmes. These ensured children were safe, healthy, and confident in the nursery. Staff worked in partnership with parents to ensure children were kept safe from harm and protected. Joint working with other agencies was established to support children however procedures to follow up on incidents could be better considered and strengthened.

Children were learning about healthy lifestyles. Children had an understanding of the importance of toothbrushing in their daily routine. They demonstrated an awareness of good hygiene and, appropriate hand-washing routines and personal self-help skills. Healthy eating was promoted in discussion around snack menus and choices. Parents were enabled to access fresh fruit and vegetables within the school. Snack menus were healthy, however, given the recognised food poverty locally we suggested snacks could contain more protein.

Children had fun as they developed their physical skills on bikes outdoors and balanced on bucket stilts. They demonstrated firm friendships and lots of with other children, often with children who shared their home language. Individually children followed their own interests; watering plants they were growing carefully, painting, constructing or making a den and taking time out. Children played co-operatively together transporting water and soil and 'cooking' imaginatively in the 'mud kitchen'.

At times children's interest and concentration in their chosen activities was still limited; particularly outdoors. Children's learning profiles were not yet developed enough to be able to track children's progress and plan effectively for their continued progress. **(See recommendation 1)**

Children's learning and their developing language skills could have been better supported by more spontaneous

staff interaction and role modelling of language. The Talk Boost programme was beginning to be implemented in the nursery.

There were positive plans in place to involve parents further in the nursery to support parenting approaches to health and wellbeing. Initiatives could be developed to extend parenting programmes around literacy development and home learning links.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. Staff should make regular observations of children's achievements that are significant and individual to the child's progress in learning and development. Next steps should be identified and used effectively to plan learning experiences that support children to achieve their full learning potential.

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

Grade: 3 - adequate

Quality of environment

Findings from the inspection

The quality of environment provided for children at Fraserburgh North School Nursery was adequate.

The nursery was accommodated within the school building. There was a healthy emphasis on children accessing active outdoor play. Therefore, the nursery door was open for a part of each session to enable the children to choose to play outdoors for a part of each session. This allowed children access to a large part of the school playground. While the playground was fenced and kept the children secure it was easily accessible to the public and meant that the nursery was not secure at these times. Due to the large area it was difficult for the staff to safely supervise children both indoors and out and to engage and support children's learning.

Staff were working hard to develop outdoor experiences for the children however they remained limited. Not having a defined early years outdoor play area also meant staff were unable to fully resource the area to facilitate breadth and depth of learning opportunities across the curriculum, skills development and continuity. **(See recommendation 1)**

Indoors the nursery layout, furnishings and resources had been significantly refreshed making the playroom a calm, nurturing atmosphere and an inviting space to play. Child friendly storage systems enabled children more independent access and choice of activities. As a result, children were more settled and better engaged.

A well-equipped home corner with real life resources stimulated imaginative play and also provided

opportunities for engagement with literacy and numeracy. Children could draw with chalk and pens at the mark making station and access paint and some creative materials. Children's own creative work was valued and displayed attractively. However, some crafts for example flower-making and paper plate Bees remained adult led. There was scope to build on improvements so far; to continue to define pedagogical approaches and enrich the learning opportunities.

Indoors and out staff needed to develop their confidence in letting children engage in risky, discover and experimental play and become more aware of the learning value.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. In order to ensure that children have rich outdoor learning opportunities the local authority, head teacher and staff should enable children's access to a suitable outdoor learning environment and improve experiences that promote learning through play.

This ensures that care and support is consistent with the Health and Social Care Standards, which state that: 'As a child, I play outdoors every day and regularly explore a natural environment.' (HSCS 1.32) and 'as a child I can direct my own play and activities in a way that i choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27)

Grade: 3 - adequate

Quality of staffing

Findings from the inspection

The quality of staffing supporting children at Fraserburgh North School Nursery was adequate.

Children were now benefitting from the consistent care of a stable team of experienced childcare staff. Staff were working well together as a team with a shared purpose and enthusiasm. As a result, there was a friendly and welcoming atmosphere. Parents found and we observed that staff were approachable and communicative enabling trusting relationships to be developed. The mix of nationalities on the staff team was a benefit to communication with families and working in partnership.

There was positive joint working developing between the nursery staff and primary one staff which was benefitting children about to transition to primary one. Children were observed to learn from each other's skills and experiences. Staff were also involved in joint self-evaluation using recognised national guidance contributing to further improvements in the environment; extending the reading area and purchasing story sacks. They had made a start on planning together and were looking at progression across the early level which will support children well.

The staff were appropriately qualified and registered with the Scottish Social Services Council. They had been updated in child protection training but needed to think more deeply when following through procedures to keep children safe and protected. Staff would benefit from a training to raise their awareness of the impact of adverse childhood experiences.(ACES)

Staff had recently participated in a range of useful training which had motivated and inspired them including Makaton, Talk-boost and Discovery Play they now needed time to implement these new ideas and develop children's experiences.

A vacant post on the staff team had not been filled; this was impacting negatively on children's experiences because the layout of the nursery, the use of the playground and the level of children's support needs demanded an additional member of staff. **(See recommendation 1)**

In addition, there was a plan to recruit a graduate practitioner to promote equity and excellence across the early level. This will enable better use of the shared playroom space being developed between primary 1 and nursery.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. In order to provide a high quality service to all the children attending the provider must ensure that sufficient staff are employed in the service to meet the needs of the children within the current layout of the accommodation and outdoor area.

This ensures care and support is consistent with the Health and Social Care Standards which state that my needs are met by the right number of people. (HSCS 3.15)

Grade: 3 - adequate

Quality of management and leadership

Findings from the inspection

The quality of management and leadership at Fraserburgh North School Nursery was adequate.

The local authority had continued to provide helpful support with the improvement agenda in the nursery.

A new head teacher had been appointed at the school since the previous inspection which had continued a positive progression of change and improvement. The vision, values and aims for the school, including the nursery had been refreshed with the input of all stakeholders. The child friendly statement of aims and simplified motto contributed to inclusion.

With the leadership of the head teacher a relevant improvement plan was being progressed with the result that

the quality of the service and outcomes for children were being gradually improved. A focus on parental involvement had improved parents' confidence and relationships in the nursery. Parents were welcomed into the nursery and invited to participate. The diversity of cultures among families attending was being celebrated and parents were actively contributing to provide new experiences for children. The head teacher and staff valued that parents had contributed their time and skills to help build new resources for the nursery.

Self-evaluation was in the early stages of being developed in the nursery. Staff were using national guidance to reflect on the provision; prompting ideas for development. They need to continue to develop approaches to evaluate the impact of changes, training and new initiatives to find out what difference it has made to children's engagement, learning and development.

Parents were being involved in evaluating the improvements and contributing their ideas in a variety of ways including informal and the parent council. Children's voices were beginning to be heard and influencing topics and activities. There was scope to develop the children's voice further in reviewing the service.

Strategic management roles would benefit from being more clearly defined. The nursery staff would benefit from stronger leadership, coaching and role modelling to build their knowledge and confidence. More robust management monitoring and constructive feedback would also contribute to staff support. **(See recommendation 1)**

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To support continued improvements in the nursery for the benefit of the children; the head-teacher must implement and support rigorous monitoring and evaluation of the nursery, that includes all staff and stakeholders.

This ensures that care and support is consistent with the Health and Social Care Standards, which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

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 should ensure a range of up to date policies and procedures are available to inform parents and support staff in their practice.

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

This recommendation was made on 19 June 2018.

Action taken on previous recommendation

All key policies had been reviewed and a rolling programme implemented to keep policies up to date.

The recommendation was met.

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	Gratings
5 Nov 2018	Unannounced	Care and support
		Environment
		Staffing
		Management and leadership
		Not assessed
		Not assessed
		Not assessed
		Not assessed

Date	Type	Gradings	
19 Apr 2018	Announced	Care and support Environment Staffing Management and leadership	1 - Unsatisfactory 3 - Adequate 2 - Weak 1 - Unsatisfactory
31 Jan 2018	Unannounced	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed Not assessed
13 Jun 2017	Unannounced	Care and support Environment Staffing Management and leadership	2 - Weak 2 - Weak 2 - Weak 2 - Weak
19 Jan 2016	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 5 - Very good 4 - Good
11 May 2012	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
12 May 2009	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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