

Lawhead Primary School Nursery Day Care of Children

Lawhead School Wynd
St. Andrews
KY16 9NG

Telephone: 01334 659426

Type of inspection:

Unannounced

Completed on:

29 May 2019

Service provided by:

Fife Council

Service provider number:

SP2004005267

Service no:

CS2003015925

About the service

Lawhead Primary School Nursery is registered to provide a day care service for children. The service may be provided to a maximum of 30 children from the age of three years up to an age to attend primary school. The children have access to the nursery classrooms, toilet areas, outdoor play areas and the P1 classroom.

At the time of the inspection the nursery operated sessions each morning and afternoon between 8.30am and 11.40am and 12:40pm and 3.50pm. During the inspection there were 20 children present during the morning session and 13 present during the afternoon session.

Key areas of the service's aims and objectives included:

- Providing a safe, stimulating, happy and secure learning environment.
- Delivering a broad, balanced curriculum in line with national and local guidelines.
- Planning, assessing, evaluating, recording and reporting children's experiences.
- Using a variety of relevant teaching approaches.
- Using appropriate and effective resources.

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 parents 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.

Parents and carers will be referred to as parents in this report.

What people told us

We sent out 14 care standards questionnaires to parents of children who attended the service and received 10 completed questionnaires before the inspection took place. We also spoke with six parents during our visit. Overall, all parents were very happy with the quality of care their child received in this service. They confirmed they were asked for their views and opinions and that staff shared information about their child's learning and development with them. We have included some comments from parents which represent their views:

"Good relationships fostered with child and all staff communicate about (child) if something is different (quiet, pale, not feeling well etc)."

"My child loves nursery and settled quickly. The staff have been supportive and caring at all points - have always helped and supported (child)."

"(child) has food allergies and the nursery have dealt very well with this, leaving me totally confident for snack time. Also they make sure (child) feels included, making sure baking for example, is adapted so (child) can be involved."

"Extremely pleased with nursery. Approachable and helpful staff, a good facility and safe learning environment."

"...Lawhead is the best nursery...(child) is very happy to be left and even wants to go at the weekend. The teachers and the environment they create are what makes Lawhead Pre-school so special. I can't sing their praises enough."

Some children involved us in their play and made the following comments to us:

"It was running and walking." (bird in play ground)
 "There's a den." (to have snack in)
 "Look at my cooking machine."
 (the bird is) "Looking for a place to have his picnic."
 (the bird is) "Trying to find his mum and dad."
 "I've been to school."
 "I'm going to this school."

Self assessment

The service submitted a self assessment document before the inspection, identifying areas of strength and some areas for development.

From this inspection we graded this service as:

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

Quality of care and support

Findings from the inspection

During the inspection we saw that children were engaged, busy and having fun. They had opportunity and choice about playing with friends and playing alone.

A particular strength was how parents, children and staff felt involved in the service and worked well together to provide a rich learning environment for the children. For example, on the day of the inspection a PEEP session was taking place with parents, children and staff den building together and the daily board, written by children and staff, informed parents about the activities of the day.

Children had choice over their play activities and were consulted sensitively about day-to-day care needs. They were supported in learning how to resolve disputes with peers and we saw that some children were helpful and caring towards each other. This meant children were respected and valued. Staff were aware of how children were feeling and responded appropriately, giving cuddles and comfort to the children. We saw that children were very comfortable with staff and had made good attachments with them.

Children were enabled to explore and investigate their environment and to extend their learning. Children were supported well to learn how to manage risk in their play. We saw a group of girls confidently learning how to climb a tree and to move from branch to branch with staff offering encouragement and advice if needed. These children were learning perseverance and how to be independent with appropriate encouragement and support from staff.

Staff interactions during the day were mostly child led and children could choose to be involved in routine tasks that were made fun, such as tidying up and helping with snack preparations.

Overall, children were having very good experiences, could freely access different types of play indoors and in the garden area and had good opportunities for creative, investigative and imaginative learning experiences.

Children's individuality and preferences were acknowledged and provision was tailored to meet individual needs. The preparation for children's transitions was well-considered and happened at the child's pace whenever this was possible. Transitions were sensitively handled and good links had been made with other agencies such as education and health. The staff's kind and caring approach towards the children created an inclusive environment where children were supported to develop, achieve and be happy.

Floor books and children's personal learning plans contained good descriptions of what the children could do and some information about how their ideas had been progressed. Primarily these records showed group interests and activities. There were no clear links between children's learning folders and planning records and it appeared that there was a group focus on learning rather than a focus on individual needs. In discussion with staff, we acknowledged that they did know the individual children well and did plan to meet individual needs, although this wasn't always clearly recorded. We were concerned that if their knowledge about children was not captured then there was a possibility that children's needs, aspirations and interests could be missed or children not challenged. We discussed with staff some different ways that information, observations and needs could be captured and recorded to clearly inform planning for each child. Staff agreed to consider this.

There were effective infection control systems in place that supported children to learn about good hygiene practices. Children were well supported to learn independence skills and older children were encouraged to be independent in their personal hygiene routines.

Medication was recorded, stored and administered appropriately, supporting children's wellbeing.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

This quality theme was not assessed.

Quality of staffing

Findings from the inspection

The staff provided a warm, family environment for the children and their parents. Staff were sensitive in their approach to the children, were aware of the children's feelings and they responded appropriately, giving comfort when needed.

The staff knew the children well and were caring, patient and supportive. There were very good interactions between staff and children, with staff valuing their interests and asking curious questions. Children's dignity was respected and they felt safe and loved.

Staff took account of children's preferences and what mattered to them when planning activities. This supported good outcomes for the children.

Staff felt supported by management to access training opportunities that supported them to develop their skills and knowledge, although at times staff cover to do this was problematic. Staff was encouraged to take on leadership roles and to develop play and learning initiatives with the children. They were open to exploring new concepts to support them to help children develop curiosity, enquiry and creativity. For example training attended including early speech and language and numeracy training had this resulted in increased understanding of these concepts and new learning opportunities for the children. These specific training opportunities for staff enhanced outcomes for children and helped them achieve.

Staff should also familiarise themselves with the Health and Social Care Standards and the wellbeing indicators, to ensure their practice is in line with current best practice.

Some staff were concerned at the lack of time available to them to plan for individual children and to keep records up to date. Management should ensure that staff have sufficient opportunity for this task to clearly show the links between the child, the activity and next steps. This information will support staff to ensure children's individual needs and preferences have been planned for.

Staff supported problem solving skills and risk management in children's play by asking high quality questions and with thoughtful interventions, allowing children to come to their own conclusions. This culture of improvement supported an ethos of learning and provided opportunities for discussion and positive change and supported good outcomes for the children.

Staff worked confidently with parents and with other agencies to communicate any issues or concerns, to ensure these were effectively managed in the interests of the children.

Children were kind towards each other and it was evident that by staff modelling respectful interactions, children's respect for their peers was promoted. This very good practice helped the children to become aware of the needs of others and reflected the nurturing and respectful ethos adopted by staff.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 – very good

Quality of management and leadership

This quality theme was not assessed.

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 service should review and update their medications procedures in line with the Care Inspectorate guidance 'Management of medication in day care of children and child minding services'.

Reference: National Care Standards Early Education and Day Care up to the age of 16: Standard 3 – Health and well-being.

A notification from the Care Inspectorate will be sent to the provider to complete an action plan to address the requirements and recommendations made as a result of this inspection.

This recommendation was made on 11 January 2017.

Action taken on previous recommendation

Appropriate action taken to address this.

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	
1 Jun 2016	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
17 Jun 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
13 Sep 2010	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
8 Sep 2008	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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