

Carleton Nursery School Day Care of Children

Bighty Road
Woodside
Glenrothes
KY7 5AS

Telephone: 01592 583478

Type of inspection:

Unannounced

Completed on:

18 June 2019

Service provided by:

Fife Council

Service provider number:

SP2004005267

Service no:

CS2003015960

About the service

The Care Inspectorate regulates care services in Scotland. Information in relation to all care services is available on our website at www.careinspectorate.com.

Carleton Nursery School is registered to provide a care service to a maximum of 72 children from the age of three years up to, but not exceeding an age to attend primary school, and 10 children between the ages of 18 months and three years. Children may have access to rooms one, two, three and four, gym/dining hall, cloakrooms, toilet facilities and enclosed grounds. Children who attend the service are registered to receive their entitlement of 600 hours of early learning and childcare as stated by the Scottish Government. This is a local authority nursery supported by Fife Council.

The service operates as a stand alone nursery in Glenrothes, Fife and has close links to the local primary schools in the area. Children have access to four playrooms surrounded by a large outdoor play space. The playrooms are spacious and children can use the open plan playrooms with free flow access to the outdoors. Children under three have their own playroom which is located close to the family learning spaces.

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.

During the inspection which took place on 17 and 18 June 2019, there were 48 children present during the morning session on 17 June. We gave feedback to the service on 18 June 2019.

What people told us

We sent out 40 care standards questionnaires to parents of children who attended the service and received 22 completed questionnaires before the inspection took place. We spoke with staff and with parents and children during our visit. Overall, parents were very happy with the quality of care their children received in this service, however there were mixed views in some aspects as captured in the parent's comments below. Most parents confirmed they were asked for their views and that staff shared information about their child's learning and development with them.

Comments from parents included the following:

"Great nursery."

"...delighted with this service, the opportunities that they provide... staff are supportive, enthusiastic and well informed."

"...[child] adores all of the nursery teachers."

"Warm and welcoming atmosphere, clean and well resourced...Most of the staff are friendly and welcoming...senior staff are visible and approachable."

"I have always been kept up to date with (child's) progress and development, great support."

"[I] like to read Planning Outside the Playroom, gives insight to what's been happening. I would like staff to elaborate more on child's interests and learning so it could be continued at home."

"I am confident my child is participating in a wide range of activities."

"...staff are experienced and knowledgeable."

"Communication with keyworker could improve."

"[There is a] lack of communication re activities, establishing a learning and development programme for my child."

"...staff are not forthcoming at end of session with feedback and can be unwellcoming."

One parent was concerned about confidentiality related to one occasion and another that the children did not have free access to outdoor play each day.

Parents also expressed concern about the lack of support on occasion for children with additional needs.

All of the above comments were fed back to the manager for consideration.

We saw that children were generally very happy, engaged and busy with activities of their choice. Some children spoke with us during the inspection and made the following comments:

"I lost my rings at the caravan."

"It's raining."

"We have no time!"

"This is my hat."

"I'm making a crispy cake for my dad."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We discussed their own improvement plan and quality assurance processes. This 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	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good

Quality of management and leadership

not assessed

What the service does well

Children and parents were warmly welcomed into the setting where a nurturing environment supported them to feel included. We observed lots of instances of staff giving affection and comfort to the children, supporting them to feel secure and respected.

The principles of Getting it Right for Every Child (GIRFEC) were evident with staff working with parents and with other agencies, to ensure good outcomes for the children.

There were effective infection control systems in place including good hand hygiene practices. Staff were confident about their responsibilities to keep children safe and about the action they would take in the event they had concerns about the children.

Children participated in menu planning and snack times were relaxed and un-hurried. Children had access to water at all times.

Child led approaches meant that children directed their own learning and activities were clearly responsive to children's interests and needs. By consulting with children, staff contributed to them feeling respected and valued.

The skilled staff team knew the children well, recognising their individual capabilities and offering challenge within the rich learning environment. Staff's enabling attitude encouraged children to have a positive view of themselves and supported children's self confidence and general health and well-being. A wide range of learning activities supported sustained interest and children had fun while developing skills in understanding, investigation and problem solving. These quality experiences supported children's natural curiosity and creativity.

Free access to the outside areas gave children choice and provided opportunity for physical and energetic play. The ethos of free flow indoor to outdoor play was helping children to feel responsible and to lead an active life. Staff maintained a positive attitude to risk and supported the children well with risky play, helping them to think about their own safety and the safety of their peers.

Staff were knowledgeable about the importance of building secure attachments and enabling positive transitions. Feedback from parents highlighted the welcoming feel in the nursery. Very good links with local primary schools had been made, further supporting children to move more easily from nursery to school. This very good practice supported the development of nurturing relationships with children and families.

Core training ensured that staff had the skills and knowledge to work effectively and safely with children and parents. Staff were committed to their own learning and development, attending training when possible, for example, 'sign-a-long' training and were reflective about their practice. They shared their learning with peers and appreciated opportunities to visit other services and share good practice. These strategies supported a cohesive and knowledgeable team who worked easily with colleagues across playrooms.

What the service could do better

All children should have individual learning journals that show significant learning and define how learning will be enhanced and developed. This information should be shared with parents so that learning can be developed further at home.

Planning records should show how individual needs, interests and aspirations have influenced activity plans. We asked that the service continue to improve the quality of learning journals for all children.

Staff had reviewed the use of space in the room used for the two year old children and had made some changes. We suggested they consider best practice guidance and make further improvements to provide a more homely and cosy environment. We acknowledge the space is large with high ceilings, however using things such as drapes, lamps and real plants could go some way to soften the feel of the space. A sofa, something that is familiar to home, may also provide a cosy, nurturing space where young children can be nurtured by staff.

We suggested staff become familiar with, or revisit, best practice guidance such as 'Pre Birth to Three', 'My World Outdoors', 'Our Creative Journey' and the Health and Social Care Standards to support them with developments and improvements and to ensure they are providing a service in line with current standards.

We recognised the nursery team is large and we suggested that opportunities for staff to meet 1:1 with senior staff would support team cohesion, support innovation, give opportunity to discuss practice issues and also support staff to be reflective of their practice.

We support the plan to undertake learning consultations with staff next term.

We support staff's plan to undertake refresher first aid training and child protection training as soon as they gain a place on a course.

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.

Inspection and grading history

Date	Type	Gradings	
15 Jun 2017	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
28 Jan 2016	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	6 - Excellent
31 Mar 2014	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
25 Jun 2012	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
28 Oct 2009	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed
18 Nov 2008	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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