

# Sunnybank School Nursery Day Care of Children

Sunnybank School  
Sunnybank Road  
Aberdeen  
AB24 3NJ

Telephone: 01224 261700

**Type of inspection:**  
Unannounced

**Completed on:**  
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**Service provided by:**  
Aberdeen City Council

**Service provider number:**  
SP2003000349

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CS2003014521

## About the service

Sunnybank School Nursery is a service provided by Aberdeen City Council. The service operates from within Sunnybank Primary School. The service registered with the Care Inspectorate on 1 April 2011. The service is delivered from three class rooms and has its own safely enclosed outdoor play area.

The nursery is registered to provide a care service to a maximum of 60 children at any one time aged between three years to those not yet attending primary school. Aims of the service include:

- 'To provide a safe, welcoming and caring environment for all, in which each member of the school community can feel secure and valued'.
- 'To provide a stimulating environment where active participation in a full and varied curriculum encourages pupils to be independent learners'.
- 'Play opportunities that will challenge and motivate each individual to attain their full potential'.
- 'To raise pupil attainment by the setting of challenging, realistic and achievable targets'.
- 'Through open communication, promote a supportive partnership with pupils, parents/carers and the wider community'.
- 'To encourage in children, a respect for self and others and a pride in achievement'.
- 'To encourage children to care for their environment'.
- 'To provide a culture of collective responsibility and mutual support, where staff and pupils feel able and confident to take lead roles within and beyond the classroom'.

The Care Inspectorate 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 parent(s) to work with 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.

## What people told us

During our inspection visits there were between six and 13 pupils present in the individual classrooms. The children were settled and engaged in their activities in small groups or alone. The children were confident in telling us what they liked to do.

Sixteen parents completed and returned Care Standards Questionnaires (CSQs) to us and we spoke to a number of parents as they collected their children. They all indicated that they were happy with the quality of care provided. Comments included:

- 'I am very happy with the service. My child loves going to nursery, it's only been a short while and there is a lot of progress in learning'.
- 'I am very happy with the quality of care my child receives in this service'.
- 'I have no issues at all, the staff are great, my child loves the environment and loves getting to meet the children and staff. Always wants to go to nursery'.
- 'My child is very happy with the nursery and staff'.
- 'They are very supportive staff and work together, sharing information. My child enjoys being with the other children and it's good to develop their social skills'.
- 'My child has a really good relationship with the staff'.
- 'Staff were very helpful my child settled well and is happy'.
- 'Lots of information is shared, verbal and written'.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance processes. These 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	not assessed
Quality of management and leadership	5 - Very Good

## What the service does well

Staff knew children very well. They had established positive nurturing attachments with the children and supportive, working relationships with parents. This enabled good communication and sharing of information and strategies which supported children's wellbeing, learning and development. There were a variety of ways in which parents were supported to be active in their child's learning and the life of the nursery. These included reflection trees, shared information on the SHANARRI outcomes, stay and play sessions, wall displays with information about children's learning and a lending library. Parents told us how they accessed these and how children were also encouraged to provide feedback. This supported families to feel valued and listened to.

Children's confidence and self-esteem was promoted by staff supporting them to problem solve and follow their interests within their play. Staff used lots of praise and encouragement to support children to form positive relationships with them and each other. Any possible conflict between children was dealt with quickly and sensitively by staff who assisted children to find their own resolution through role modelling and discussion. This supported children to be considerate and respectful of others.

Daily access to a designated outdoor play area, was well-managed and supported children to be active and healthy. Children's health was further supported by consistent routines and record keeping for the safe administration and storage of any medication. Children's awareness of their own health was promoted through discussion. For example, when planning for snack menus. Children of all abilities were supported in this by the use of pictures as well as text, supporting children to feel included and valued. Children were encouraged to assist in the preparation and serving of snack, supporting their independence. Children's self-help skills were further promoted by staff encouragement and the unhurried, relaxed atmosphere when changing into outdoor clothes and moving between activities.

Personal plans were in place for each child, these were reviewed regularly, with parents, ensuring information was up to date and relevant. The plans were detailed and included agreed strategies for supporting children in their learning and development. In conjunction with the planning process and interactive learning diaries, these supported staff in identifying and meeting children's individual needs. Staff knowledge of the children, their interests, preferences and characters meant they could effectively support them in developing their interests and promote their progress through child led activities.

Children's safety was supported by the staff's understanding of their role and responsibilities in identifying, recording and reporting any child protection concerns. Regular refresher training ensured that their knowledge

was based on the most up-to-date guidance. Staff were aware of the factors which could impact on a child's wellbeing and were confident in their role of supporting children and families in a range of situations. This enabled them to promote children's health and wellbeing.

A robust quality assurance system was in place. This identified the service's strengths and where further development would have a positive impact on the outcomes for children. Observations of staff practice, planned and spontaneous, identified areas of strength for each staff member and any areas where further training or support was necessary. Time was allowed for staff to visit other services in the area. This provided the opportunity to reflect on practice and exchange ideas and experiences; promoting a culture of continuous improvement. Staff told us that they felt supported by the management team and would be comfortable in approaching them with any issues or concerns; confident that these would be dealt with appropriately.

All staff were encouraged to take on a leadership role in a particular area such as talk boost or developing the library. This encouraged staff to build on their skills and develop areas which had a positive impact on the outcomes for children.

Areas for improvement and actions to progress this were detailed in the service's improvement plan. A 'quick read' version of this was displayed and parents were encouraged to share their thoughts and suggestions. Providing further opportunity for families to be involved in the development of the service.

## What the service could do better

Next steps had been identified for each child to support their progress and development. The service should continue to develop the system for reviewing these. This will ensure that children's progress is supported and their achievements continue to be celebrated and shared as they are accomplished, supporting children's confidence and self-esteem.

Areas for development had been identified in the service's improvement plan. The service should continue to build on their strengths through a robust self-evaluation process. This will include continuing to develop new ways of involving children and parents and inviting their feedback. This will ensure that they continue to identify areas where change or development will mean a consistently high quality of care.

## 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](http://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

#### Recommendation 1

The service should review the procedures for the management and storage of children's medication to incorporate best practice.

National Care Standards early education and childcare up to the age of 16. Standard 2: A safe environment and Standard 3: Health and wellbeing.

**This recommendation was made on 15 March 2016.**

#### Action taken on previous recommendation

The management and storage of children's medication was in line with current guidance. Therefore this recommendation is met.

#### Recommendation 2

Management should provide staff with regular opportunities to reflect on their practice and to discuss and identify their future learning and development. For example through one-to-one supervision, peer mentoring and formal team meetings.

National Care Standards early education and childcare up to the age of 16. Standard 12: Confidence in staff and Standard 14: Well-managed service.

**This recommendation was made on 15 March 2016.**

#### Action taken on previous recommendation

There was protected time for each staff member to use for reflection. Staff spoke of the weekly meetings and how effective they were in providing opportunity for discussion. This recommendation has been met.

#### Recommendation 3

Management should continue to work with staff and all stakeholders to embed quality assurance processes that capture areas for improvement. This is to make sure that management monitor effectively the quality of work of

each member of staff and the service as a whole.

National Care Standards early education and childcare up to the age of 16. Standard 13: Improving the service and Standard 14: Well-managed service.

**This recommendation was made on 15 March 2016.**

## Action taken on previous recommendation

Monitoring of staff practice, children's experiences and paperwork was effective in identifying areas for development. Multiple opportunity for feedback from parents and positive links with other professionals. This recommendation has been met.

## Inspection and grading history

Date	Type	Gradings
20 Jan 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
12 Dec 2012	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good
14 Dec 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership Not assessed

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