

South Parks Primary School Nursery Day Care of Children

63 Napier Road
Glenrothes
KY6 1DS

Telephone: 01592 583456

Type of inspection:

Unannounced

Completed on:

26 September 2019

Service provided by:

Fife Council

Service provider number:

SP2004005267

Service no:

CS2003015947

About the service

South Parks Nursery is situated in the Fife town of Glenrothes. The nursery occupies a wing of the primary school. There is a playroom for the children aged between two and three and a playroom for those aged three to five. Children in both rooms have direct access to large outdoor areas.

The headteacher of the school is the manager of the service. She is supported in the daily running and evaluation of the nursery by the depute headteacher.

The service registered with the Care Inspectorate in April 2011. The conditions of registration state that a care service may be provided to a maximum of 60 children at any one time, from age two years to an age to attend primary school, of whom no more than 20 will be aged less than 3 years.

On the day of the inspection there were 35 children attending the morning session and 27 children attending the afternoon session.

The aims of are:

- for each child to enjoy an education in a nurturing learning community and
- equipping our pupils with transferable skills for future opportunities.

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 parent(s) 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.

What people told us

We received five completed questionnaires in advance of the inspection. All of those who responded told us that they agreed or strongly agreed that they were happy with the quality of care received by their children in the service. We spoke to more parents during the inspection.

Most comments from parents were positive, and they told us:

- "the staff in this nursery are very supportive of our whole family
- "comes home most days muddy and wet; we love this"
- "things are really good here; my child is new and has settled really well"
- "it's been a very good start - staff tell us every day what he has been doing"
- "I feel really positive about the nursery - it's fantastic. I know that I can always speak to the staff about anything"
- "I use the facebook page for information - it is helpful"
- "we had visits before he started and that was good - very helpful"
- "I am always aware of what he is doing at nursery and feel I have a great relationship with his key worker"
- "not always happy how children are supported when going to the toilet".

The children were happy in their play, and they told us,

- "I want to make playdough"
- "I need to put on a pinny to stop my tee shirt getting water on it"
- "this is my writing and now I'm putting it into a letter"
- "I've made a pot full of mud. - now I going to eat it, pretend".

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 paperwork. 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	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

South Parks nursery offered a very good nurturing and learning environment for two year olds, pre school and ante pre school children. The spacious playrooms were very well equipped with interesting and challenging resources which helped to promote learning through investigation and enquiry. The well judged introduction of natural materials and 'loose parts' was creating excitement and fun for the children. The older children had been responsible for choosing some of the new resources during a recent trip to the local charity shops.

All children were independent and seen to be confidently using both the indoor and outdoor areas. The younger children were being encouraged to take responsibility for dressing themselves for going outside, with staff supporting when necessary. Messy and sensory play was promoting their understanding and learning.

Older children experienced regular active play both in the garden and in weekly trips to the local woods. They were developing confidence through physical challenges. Staff were encouraging their curiosity about the local environment and the natural world.

In the 3-5 room children were fully engaged in the planning process. Staff were responsive and followed the children's interests and suggestions. This was evidenced by the children's contributions on the learning wall. Children were able to talk confidently about their learning.

The staff created a warm and nurturing experience for the two-year old children. They clearly knew the children and families very well and were welcoming and supportive. They supported the children's learning and self-help skills.

Transitions between rooms were very sensitively managed. They were flexible and individualised. As a result children were comfortable and confident. Families were fully involved and were confident that their children's needs were being met.

Children had their additional support needs effectively met. There was record keeping which showed us that the service was committed to multi agency working and supporting families. Children with additional support needs were very well-integrated into the service and their experiences and outcomes were good.

The service had very good opportunities for parents to become involved. There were groups for parents to attend which supported their understanding of how their children were learning and how they could support this at home. The staff used their knowledge of individual children and families to offer advice and guidance.

The staff team was skilled and experienced. They were fully committed to the nursery and worked together as an effective team. They created a warm and welcoming ethos. They were respectful of each other and of the children and families who attended.

They had very good opportunities for training and this was having a positive impact on the experiences for children. They used good questions to support learning and gave children appropriate thinking time. Staff were knowledgeable and enthusiastic about the additional responsibilities that they had taken on.

Staff had good opportunities to take part in training. This was having a positive impact on the experiences and outcomes for the children.

The new leadership team had vision and ambition for the service. They had improvement targets in place which were to be backed up by regular monitoring and evaluation.

What the service could do better

During the inspection we identified areas of the nursery where we considered their practice could improve.

We watched the snack experience for the children and discussed this during our feedback. We asked that the service look at this and consider how children could be more involved. There were some missed opportunities for children preparing their own food.

There were also some opportunities for developing literacy and numeracy skills during snack which could be improved. The service should consider the content of snacks and to ensure that there was a balance across all of the food groups.

We directed them to:

- 'Setting the Table' - NHS Health Scotland and Food Matters - Care Inspectorate.

We discussed the planning for learning experiences in the two-year old room. Staff were currently using GIRFEC along with the SHANARRI indicators (Getting it Right For Every Child).

We asked that they look at this with staff and suggested that using Pre -Birth to Three (National Guidance on Positive outcomes for Scotland's children and families) might offer an improved framework for planning for learning and development. Staff should continue to be involved in training and professional reading which would enhance their knowledge and skills in working with the two-year old children.

We looked at the personal learning journals for children. For the most part they gave a good picture of how children were learning and developing. We asked that the leadership team consider how they could support staff to identify more areas of significant learning for individual children and to create next steps in their learning journey. The completion of learning journeys was a time pressure for staff and they should consider how to make their observations meaningful and significant.

We considered that the nursery would benefit from having more clarity around the senior roles that some staff were asked to take on. Everyone should be clear on the responsibilities linked to this.

From our discussions with the headteacher, depute headteacher and staff we were confident that this nursery had a great capacity and potential to further improve and develop.

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.

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

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
6 Nov 2017	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
27 Nov 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
17 Dec 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
17 Jan 2011	Unannounced	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	Not assessed

Date	Type	Gradings	
		Management and leadership	Not assessed
14 Jan 2009	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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