

Dalgety Bay Primary School Nursery Day Care of Children

St. Bridget's Brae
Dalgety Bay
Dunfermline
KY11 9LT

Telephone: 01383 602 454

Type of inspection:
Unannounced

Completed on:
30 October 2019

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003017089

About the service

This service registered with the Care Inspectorate on 1 April 2011.

Dalgety Bay Primary School Nursery is registered to provide a care service to a maximum of 50 children aged from 3 years to those not yet attending primary school. The care service may operate from the designated nursery building within the grounds of Dalgety Bay Primary School. Nursery children may access other parts of the school and outdoor areas, as deemed appropriate by the nursery manager.

The nursery is situated in Dalgety Bay, Fife and is close to local amenities including shops, a woodland area and the beach. The children have access to two playrooms, a sensory room in one of the playrooms and a fully enclosed outdoor play area.

The aims and objectives of the service included:

'We have a genuine sense of family.'

'Learning is fun, enjoyable, stimulating and inspiring and is a partnership with pupils, parents and community in our coastal location.'

'We believe we can achieve our goals and targets, creating lifelong learning and skills for life.'

We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC). This is 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 GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

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

What people told us

We spoke to 32 children who were using the service; they appeared happy relaxed and confident. Comments from the children included;

'I have long hair.' (The child drew a picture of their long hair)

'I'm hiding under these blocks.'

'This block is yellow.'

'I'm drawing lots of pictures.'

'I'm glad I have a hood, it's raining now.'

'Look, I got them standing.' (wooden puzzle pieces)

'It's slimy and sticky and it goes hard in the sun.' (A child was using clay)

'I'm making a road.' (Using clay)

'I've written my name.' (Showed us name on picture)

'We need more mud.' (Outside in the mud area)

'More water, quick.' (Pouring into tub with leaves)

We issued 17 Care Standard Questionnaires (CSQs) to the service to send out to parents. We had 12 questionnaires returned to us of which ten contained additional comments. We also spoke to two parents during our visit. We shared the comments from parents with the manager. Comments from parents included;

'The nursery is a welcoming and nurturing space that my children have always loved to go to. The staff are warm, friendly and professional and have built good relationships with my children. I really value the inside out days and the range of activities that are offered.'

'My child really enjoys going to nursery and is confident with the staff who are always friendly and approachable. This also makes it easy to discuss any concerns or issues that I have. I like that the nursery take care to try to ensure continuity of staff from year to year. The students working in my child's classroom have been very enthusiastic and show excellent interaction with both other staff, parents and children.'

'More communication in advance would be appreciated - sometimes last minute.'

'The staff are very attentive to my child's needs. They genuinely care and bond with the children and take their individual needs in to consideration.'

'The nursery staff provide a warm, safe and nurturing environment for the children to thrive in. We have regular meetings to discuss our child's development and plans going forward. I feel very well supported and included in my child's education.'

'All the staff are encouraging and supportive. I feel supported throughout the transition process which is well managed. Staff use strategies to support specific areas of my child's development. My child enjoys the Yoga sessions. Signing takes place in the nursery to support children. Think all staff are doing a fantastic job and we have had so much support.'

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. The service's improvement plan was shared with us during our visit. The plan included developing; nurturing approaches, digital literacy and numeracy both indoors and outdoors. The team were focussing on how to create a nurture nook within the Butterfly room and were expanding numeracy in the outdoor area.

From this inspection we graded this service as:

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

What the service does well

Nurturing and caring attachments had been formed with each of the children and the staff were responsive to children's needs. It was evident that the staff team were knowledgeable about the Solihull approach to attachment which resulted in them knowing the children and their families well. Partnerships with other professionals which included speech and language therapists and educational psychologists, supported the use of individualised strategies for children. For example, the use of Makaton signing and Boardmaker symbols supported and included children with additional support needs to a high standard.

There were a wide range of quality resources available for children to access within the nursery. These resources provided opportunities to challenge the children and to develop their problem-solving skills, creativity and curiosity. Children spent extended periods of time within the construction area, writing area and at the work bench leading their own play. Each of these areas had books within them to support children to independently extend their own play and achievements. Interactive learning walls focused on children's interests, what they wanted to learn and how they were going to achieve this. For example, a child had asked what would happen if they planted the inside of an acorn. The children had carried out this task and had taken on the responsibility of caring for the plant that was growing. These opportunities built on the children's learning experiences to develop their self-esteem, independence and confidence.

Free flow access to a large, secure outdoor play area, provided a variety of experiences to develop co-working skills and imaginative play using a vast range of loose parts, climbing equipment, mud areas and planting and growing. For example, children created a den and a fire station during our visit using loose parts which prompted quality discussions and sharing of ideas between the children. A large shed opened to create a homely and welcoming nurture nook with a variety of soft furnishings, canvases and resources to support literacy. This cosy space supported the children's resilience and emotional wellbeing. These outdoor opportunities resulted in children being challenged to problem solve independently and develop their imaginations and curiosity.

The children participated in weekly 'inside out' days during which they would visit; the local woodland area or the local beach. The children took part in assessing risks during their play and supported each other to problem solve, explore and take part in high quality physical play experiences. These opportunities included climbing, jumping and investigating the environment. The outdoor experiences provided positive outcomes for children

which included an awareness of developing healthy and active lifestyles, developing co-working skills and how to keep themselves safe from harm.

The children's personal learning folders told a story of their learning journey and achievements and showcased their artwork. The children could access their learning folders throughout the day and some of the children were keen to share their learning with us by showing us their photographs and pictures. Creations of the week were also displayed respectfully in each of the rooms to exhibit the children's models, sculptures and artwork. These opportunities developed the children's self-esteem and confidence and encouraged them to be proud of their achievements.

Staff interacted well with the children and encouraged the children to independently extend their own play and learning through appropriate questioning and prompting. Children were supported to use a variety of methods to extend their own learning which included; books, computers and co-working with their peers. For example, a child asked 'how does the clay go hard?' A staff member asked the children at the table 'what do you think the clay needs to go hard?' One of the children responded to this question by saying 'it needs the sun, put it on the windowsill.' This resulted in the children developing their thinking skills, problem solving and independence.

What the service could do better

The staff team had a good knowledge and understanding of the impact of loose parts within the nursery both indoors and out. As discussed, it would be beneficial for the staff to reflect on the range and availability of loose parts within the indoor environment. This could encourage and further develop the children's interest in these resources to enhance curiosity imagination and creativity during play experiences.

The staff had regular meetings with the parents to share and discuss their child's learning and development. These discussions could be recorded in the children's folders using looking back, looking forward forms which would also include evidence of the child's voice. This would ensure that next steps were recorded in each child's folder to support challenge and achievements and their ongoing learning and development.

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	
2 Nov 2016	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
5 Jun 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
11 Jun 2010	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
4 Feb 2009	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good

Date	Type	Gradings	
		Management and leadership	4 - Good

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