

Port Erroll School Nursery Day Care of Children

Braehead Drive
Cruden Bay
Peterhead
AB42 0NP

Telephone: 01779 403690

Type of inspection:

Announced (short notice)

Completed on:

22 January 2020

Service provided by:

Aberdeenshire Council

Service provider number:

SP2003000029

Service no:

CS2003015717

About the service

Port Erroll School nursery has been registered since April 2020. The service is provided by Aberdeenshire Council. It provides a care service for a maximum of 25 children aged 3 years to those not yet attending primary school.

The nursery is part of the Port Erroll Primary school building. The service operates morning and afternoon sessions, Monday to Friday term time only. The nursery has access to an enclosed garden area.

The aims of the nursery were embedded as part of the whole school vision, aims and values; an inspiring, equally respectful community where everyone celebrates our achievements and our differences and are challenged in order to exceed their potential.

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

We observed the children and saw that they were happy and enthusiastic and engaged in all the activities. We talked to children about their experiences and they told us:

'You put your name on the stick thing, so everyone knows you're here.'

'We sing songs and read stories and watch things on the big tv.'

We received four completed questionnaires prior to the inspection. We also spoke to four parents as they dropped off and collected their children. Overall the parent questionnaires and discussions with parents indicated they were pleased with the service.

Comments from parents/carers included:

'The children are always out and about.'

'I'm very happy and have had no issues at all.'

'All of my children have attended Port Erroll nursery and all have had a great experience. There is always a great range of activities to pick from and the staff always put in a great effort into planning and settling up different activities. They have plenty of time outside which my child loves. The staff are very attentive and caring and always happy to discuss my child's progress. My child loves attending here and never wants to leave! A great all-round nursery; wouldn't change a thing!'

'Children should be outside more often.'

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	4 - Good
Quality of environment	4 - Good
Quality of staffing	4 - Good
Quality of management and leadership	3 - Adequate

Quality of care and support

Findings from the inspection

Children were supported by kind, nurturing and supportive staff. Staff were approachable and friendly. This enabled children to gain confidence and form good attachments with staff. As a result, children were happy, settled and having lots of fun. Staff made good use of praise and promoted positive behaviour. Children's achievements were celebrated through the use of a 'Wow board' and framed paintings on the art wall which supported children to feel valued.

Staff knew children's care and support needs, preferences and personalities well. Personal plans contained detailed information to support children to settle into nursery. Effective strategies were being used appropriately by staff to meet the needs of children requiring additional support, however, this wasn't always detailed in a care or support plan. Support plans should also be reviewed and evaluated regularly to ensure information is relevant.

Staff were knowledgeable about children's medication or allergy requirements. However, medical care plans required more information on particular conditions to support and guide staff to take appropriate action when required to do so.

Planning for children's learning was child led and responsive to children's interests. Staff had created a planning wall where a clear progression of children's learning could be seen. Observations of children's learning were undertaken, however, these were not always significant and relevant to each child. Some observations identified next steps for learning. However, these were not always meaningful for each child. The nursery was now also using developmental overviews to track children's learning. This approach supported children's transition experiences between nursery and primary.

Procedures were in place to safeguard children. Staff were clear on their roles and responsibilities and the procedure to follow in the event of any concerns. Chronologies were used to record important wellbeing information. We asked the management team to ensure these were used effectively to record significant information. This would make it easier to track wellbeing concerns and ensure the right support was provided at the right time.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of environment

Findings from the inspection

The nursery was spacious, bright and modern. This created a pleasant and welcoming environment for children and their families. Displays of children's artwork and photos supported children to feel valued.

The majority of the session was free choice and children accessed a variety of good quality resources including lots of natural loose parts to encourage understanding, thinking and investigation. Children benefitted from free flow access to outdoors for most of the session. This supported children's choice. Children played together in the mud kitchen and fairy garden where they developed their skills in imaginative play. The nursery looked inviting and areas such as the construction and home corner had been developed to support children's learning. Sensory and creative opportunities were available daily through sand, water, crafts and play dough activities. These provided opportunities for children to problem solve and be creative. A cosy area gave the children space to relax and also encouraged them to look at books independently. Literacy and numeracy opportunities could be seen throughout the nursery, however, these could be improved and embedded further. We also suggested more challenge could be provided to ensure all children were supported to achieve their potential.

An 'Out and about' floorbook displayed strong links with the local community. All children enjoyed walks and regular visits to the beach and woods. Children were supported to learn about risk as they climbed trees and built dens in the woods.

Infection control procedures were in place to support children's health and wellbeing. Children were encouraged to wash their hands prior to snack and after visiting the toilet. Any personal care that was required was carried out in an appropriate, dignified way.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

The staff team worked well together and had created a friendly ethos in the nursery. Parents spoke highly of staff and felt staff were approachable. Parents were welcomed by staff who took time to chat and share relevant information. Staff offered an open-door policy to ensure parents felt included and respected. This contributed to a sense of belonging and inclusion within the nursery.

The staff team were all suitably qualified and were registered with the Scottish Social Services Council (SSSC). They had attended a variety of training opportunities to develop their knowledge and skills. Training courses to further support children with additional support needs had been accessed and we saw staff using this training in practice. Staff kept track of their own learning and were very reflective of their practice. One member of staff was now formally reflecting on any training accessed and how it had a positive outcome for children. All staff would benefit from this approach which would support staff to be more evaluative and reflective practitioners and drive forward improvement in the nursery.

Staff were motivated to improve the nursery and had knowledge of some best practice guidance such as 'Loose parts play', 'Space to grow' and 'Out to play'. As a result, they had planned to make improvements to the outdoor areas. This approach supported children's learning and development. Staff were also using self-evaluation documents including 'Building the Ambition' and 'How Good is our early learning and childcare' informally to make improvements in the nursery.

There were sufficient staff in the nursery to meet minimum ratios, however, all children had to come into nursery from the garden on one occasion as some children required extra support indoors. This did not support children's individual choice.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 – good

Quality of management and leadership

Findings from the inspection

The nursery was included in the aims and vision of the school which had been recently reviewed and updated. The nursery was also included in the school improvement plan. Identified improvements including transitions to primary one had been achieved. However, more emphasis needs to be placed on improvements within the nursery to support the staff to develop aspects of the service.

Parents were involved in sharing their view and evaluation of the work of the nursery through a question of the week system. Information for parents was regularly shared on the nursery noticeboard. Parents were also welcomed to contribute to the extension of activities for the children including weekly trips to the woods and the beach.

Nursery staff spoke about how the head teacher was supportive and approachable, however, staff expressed that they felt more input and support was required. Strong leadership is now needed to increase the pace of change and improve children's outcomes. The nursery would benefit from more input and support from the head teacher to provide clear direction.

Quality assurance systems were not being used effectively in practice to support continuous improvement. We found very little evidence of monitoring of the nursery. Looking forward more support is required from management to ensure further and specific improvements in the nursery. Policies had also not been updated in some time to ensure information is relevant and meets best practice. We discussed with staff that a policy of the month could be shared with parents to initiate these updates. Informal self-evaluation processes supported some improvement of the service, however, more formal use of evaluation would help identify clear areas for improvement. **(See recommendation 1)**

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To ensure children receive high quality early learning and childcare and their individual needs are met, the provider should:

- a) implement a robust and effective quality assurance process
- b) promote a culture of continuous improvement.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

Grade: 3 – adequate

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

To ensure continuity of children's learning, programmes to support children's transition experiences between nursery and primary school should be further developed.

This ensures that care and support is consistent with the Health and Social Care Standards, which states that 'My future care and support needs are anticipated as part of my assessment'. (HSCS 1.14)

This recommendation was made on 3 September 2018.

Action taken on previous recommendation

The nursery was now also using developmental overviews to track children's learning. This approach supported children's transition experiences between nursery and primary. Staff from the primary school were also spending more time in nursery to build relationships with children.

This recommendation has been met.

Recommendation 2

To support continued improvements in the nursery for the benefit of the children; the head-teacher must implement robust monitoring and evaluation of the nursery, that includes all staff and stakeholders.

This ensures that care and support is consistent with the Health and Social Care Standards, which states that 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

This recommendation was made on 3 September 2018.

Action taken on previous recommendation

Staff were working hard to gradually make improvements. However, a strong culture of evaluation was still needed to be embedded in all aspects of the work of the nursery. The head teacher had not yet developed an individual improvement plan for the nursery or implemented any formal monitoring or evaluation. Stronger leadership was required to support the nursery staff.

The recommendation is carried forward in this report.

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
29 May 2018	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 3 - Adequate
8 Jun 2017	Announced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 3 - Adequate
28 Apr 2016	Announced	Care and support 3 - Adequate Environment 3 - Adequate Staffing 3 - Adequate Management and leadership 2 - Weak
23 May 2013	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership 5 - Very good
6 Dec 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership Not assessed
22 May 2008	Unannounced	Care and support 5 - Very good Environment 6 - Excellent Staffing 5 - Very good Management and leadership 5 - Very good

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