

Fersands Family Centre Nursery & Creche

Day Care of Children

Woodside Fountain Centre
Marquis Road
Aberdeen
AB24 2QY

Telephone: 01224 524950

Type of inspection:

Unannounced

Completed on:

14 February 2020

Service provided by:

Fersands & Fountain Community
Project

Service provider number:

SP2003000367

Service no:

CS2003001828

About the service

Fersands Family Centre Nursery & Creche is provided by Fersands and Fountain Community Project. It is registered with the Care Inspectorate to provide a day care of children service to a maximum of 24 children at one time aged from 0 up to an age to attend primary school. The service is in partnership with Aberdeen City Council to provide funded early learning and childcare for eligible children aged 2 to 5 years. The nursery occupies purpose-built accommodation within Woodside Fountain Centre in Aberdeen.

The aims and vision for the service had recently been refreshed by children, families and staff. Children wanted: A Happy and Fun Place.

Other stakeholders voiced:

- To continue to be a great place for my kids to go.
- To help me assist my child in his/her development.
- To be a happy and friendly place where my child loves to come.
- For children to be the best they can be.
- To see children as individuals.
- For children to be respectful and confident.
- For children to learn more and be engaged.
- For children to have a sense of belonging.
- To have a strong system of communication with families and children.
- To be more involved in the community.
- For Fersands to be a second home.

We found that the service was meeting their aims very well.

We carried out an unannounced inspection of Fersands Family Centre, nursery and crèche on the 13 February 2020. During the inspection we observed and talked to the children as they played. We spoke with parents, carers, the manager and staff. We observed staff practice and checked documentation relevant to the inspection. We continued the inspection and gave feedback to a representative of the provider, the manager, lead practitioner and local authority on 14 February 2020.

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

There were between 10 and 13 children present at the time of the inspection aged from 2 to 5 years. We observed the children and saw that they were happy and excited to be at nursery. We talked with the children about their experiences and they told us:

- 'I done something at nursery; I was playing and drawing pictures. That's my mum and that's me.'
- 'If you don't brush your teeth you will get a cavity. Brushing them makes them sparkly white and clean.'
- 'We are playing' 'don't fall on the floor' (balancing on planks and loose parts); 'it's made of lava chips from the volcano.'

- 'I am making a baby bed with the sticks. It needs legs and somewhere for the baby to lie.'
- 'I want to read this book, she's got a stethoscope, maybe she's a doctor. This is a broken heart, she has got a sad face, maybe she didn't want to go to the doctor.'
- '(staff member) changed the books up because they was boring, now she has changed them better.'

Four parents returned completed questionnaires to us before the inspection. All strongly agreed that they were happy with the care their children received and they felt involved in developing the service. Written comments reflected:

'Generally, I am happy with the service that my child receives at nursery. People who work there are very friendly and do their job very well. My child likes to spend time at nursery and I think it is a nice safe place.'
'I am really happy with the quality of care for my child.'

We also spoke with five parents as they dropped off or collected their children; all were very happy with the service. Comments included:

'My child enjoys coming and has come on a lot and is less shy. My child is developing their English here as we speak our home language at home. The longer hours have benefitted us as a family and helped us to maintain our jobs. Staff involve you a lot, in questionnaires and so on. They are a fantastic support to us and there is nothing to improve.'

'My child loves it here. They are always coming home talking about something new. Parents can stay and play, which is great when you are not working. Staff give us lots of feedback on how our child has been getting on. The improvements in the environment have been fantastic; more space for the children to play. They are now outdoors all the time and the longer hours have helped my child to sleep better.'

'I just love it here; it's the centre of our community. My child loves it here and is coming on great now; their behaviour has improved, and their speech is coming on. The staff are fantastic; they are always asking you about the children which makes you feel they really care.'

'Its great; my child loves it and is getting on really well. They have learned lots of new things, for example new songs and love going to the botanical gardens. Parents can stay and help with things like baking.'

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 very well and how they were continuously 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	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Children and families received a warm and friendly welcome at Fersands. Parents valued the centre and it's staff highly and the children arrived happy and enthusiastic. There was an ethos of respect for all. Positive trusting relationships supported helpful conversations which meant keyworkers knew children's needs and interests and parents' wishes well. These were reflected fully in carefully written personal plans. Keyworkers spoke confidently describing children's personalities and progress in their learning and development.

Children were learning as they investigated concepts through their own play interests. They concentrated on 'writing letters' mark-making and drawing; carefully cutting out their pictures, sealing them in envelopes and labelling them with their name. They engaged in water play, carefully filling containers and adding paint, exploring both measurement and changing colours. They read books individually. A child measured himself exclaiming 'I am so big today.' Staff interaction extended children's vocabulary; 'yes, you are growing taller and taller.' Staff had an enabling attitude and believed in children's potential. As a result, children were confident and motivated.

Children enjoyed a relaxed and unhurried sociable snack-time. Menus reflected healthy choices and children were encouraged to eat plenty of fruit and vegetables. In response to the extended session times additional fruit was provided for children. Children always had access to drinking water to support good hydration.

Children were protected from harm because staff were alert and had a clear understanding of their responsibilities. Communication was effective, the whole staff team met regularly to share information and plan care for children in the nursery and wider support for families. Strong links were established with other services and agencies which ensured children and families had the help they needed. The overarching Fersands and Fountain project involved people and was responsive to the needs of the community.

The accommodation was modern, and purpose built, however significant improvements had been made since the previous inspection which enhanced outcomes for children. A dividing wall had been removed to make one spacious playroom. The playroom was well laid out with distinct play areas and cosy corners to relax and read books.

Children aged two and three years now all played together and were learning from each other. The manager and staff had refreshed the play resources to make them as open-ended as possible. As a result, the choice of activities and the learning opportunities had improved for all children. Children followed their own interests and persevered with things they found hard to do.

Children experienced staff who engaged with them meaningfully; posing questions that encouraged children's thinking, supported children's developing skills and praised their achievements. Staff provided additional resources for example a baking tin for a child making cakes in the play-dough. Children's own work was valued and displayed at their level.

Parents were helped to understand how children learn through play through informative displays, curriculum presentations, photographs and stories that illustrated how children's interests had been extended through activities. Parents were encouraged to stay and play, help with activities such as baking and outings to the botanic gardens. Learning together at home was promoted through a lending library and a book of the month; accessible online. Parents had been involved in revising the aims of the centre and their feedback was sought regularly and valued in improving the service.

The openness of the playroom and teamwork in supervising children meant that free flow outdoor play was always now available to children. A large climbing frame had been removed making the outdoor area more

spacious. A mud kitchen engaged children's interest in imaginative role play, 'making a birthday cake.' Children designed and built a balancing bean circuit from loose parts and were counting how many steps it took them to complete it. Children had grown vegetables in the previous summer and were still picking sprouts.

The manager and staff had implemented appropriate precautions in response to an infection risk in the nursery. Children knew the routine of washing their hands before snack and did this independently supporting their good health. Children were learning to manage risks in play for themselves.

What the service could do better

Robust self-evaluation had supported significant improvements to the quality of provision reflecting positively on outcomes for children. The current focus of improvement was relevant.

We discussed staff developing a shared understanding and approach to gun play using the plan, do study act model for improvement. We also discussed making children's learning profiles more visually appealing to children.

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

Recommendation 1

In order that children achieve their full potential; the manager should support staff to continue to develop their understanding of observation, assessment and planning and supporting children's progression in learning.

National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 4: Engaging with Children

This recommendation was made on 4 August 2017.

Action taken on previous recommendation

The manager and staff had worked hard to develop their knowledge of observation, assessment and planning for progression in children's learning. As a result they now had a deeper level of understanding overall. The quality of observations had improved significantly and staff understood what learning they could take forward. Staff were much more responsive in their planning approaches. A new tracking system was being implemented and this was a current focus of their work.

The recommendation was met.

Inspection and grading history

Date	Type	Gradings	
21 Feb 2018	Announced	Care and support	Not assessed
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
2 Mar 2018	Re-grade	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
15 Jun 2017	Announced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate

Date	Type	Gradings	
26 May 2016	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
7 Jul 2015	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
9 Mar 2015	Unannounced	Care and support	2 - Weak
		Environment	1 - Unsatisfactory
		Staffing	2 - Weak
		Management and leadership	1 - Unsatisfactory
12 Nov 2013	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good
1 Mar 2012	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	Not assessed
		Management and leadership	Not assessed
17 Nov 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
17 Feb 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed
25 Mar 2009		Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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