Hythehill Primary School Nursery
Day Care of Children

St. Margaret’s Crescent
Lossiemouth
IV31 6RF

Telephone: 01343 812014

Type of inspection: Unannounced

Completed on: 14 February 2020

Service provided by: The Moray Council
Service provider number: SP2003001892

Service no: CS2003016022
About the service

This service has been registered since 1 April 2002.

Hythehill Primary School Nursery is registered to provide a care service to a maximum of 20 children aged from 3 years to those not yet attending primary school.

The service operates from a room located within the school; it has a secure play area located over three levels that is easily accessed from the playroom. The service also has use of the school playing field, the library and gym hall.

The aims and objectives of the service include:

- to encourage every child to develop appropriate life skills and positive attitudes to learning in order to attain their highest potential.
- to deliver a high quality curriculum providing breadth, depth, progression, coherence, relevance, challenge and enjoyment, personalisation and choice in accordance with national guidance.
- to promote good relationships and to maintain a happy, purposeful and caring environment
- to encourage parents to take a positive and supportive role in the education of their child through the development of mutual respect and partnership
- to encourage children to play an active part in the local community and to involve the community in the life of the nursery.

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 GIRFEC, safe, healthy, achieving, nurtured, active, respected, responsible and included (also known as SHANARRI).

What people told us

There was a total of 15 children present during the inspection; they appeared assured, happy and confident. Children had the freedom to choose what they wanted to do and this included outdoor play. Children demonstrated independence when putting on their outdoor clothing and during snack. They were able to explore and use their thinking skills with resources that included real life and natural materials.

Five parents returned completed Care Standards Questionnaires. We spoke with five parents during the inspection. Those that had used the service over some years considered it was always improving, such as outdoor play and community activities. All parents were pleased with the level of communication and information sharing; they liked the open approach and always found staff friendly and willing to listen.

Specific comments included:

‘I think staff are great with my child’
‘I am really happy and feel involved in my child’s learning and progress’
‘lovely service and staff who know my child well’
‘I think the outdoor sessions are a great idea, loved seeing them at the beach’
‘my child has settled really well, staff are supportive and my child loves it’
‘the level of communication between the nursery and parents/carers is fab’.
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.

From this inspection we graded this service as:

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<thead>
<tr>
<th>Quality of care and support</th>
<th>4 - Good</th>
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<tr>
<td>Quality of environment</td>
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<td>Quality of management and leadership</td>
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Quality of care and support

Findings from the inspection

Children experienced a welcoming, calm and responsive environment that resulted in them being happy and confident. Children were being helped to form friendships and they played together in pairs or small groups, where they shared their thoughts and ideas. We saw this when children were building a house, cooking in the mud kitchen and constructing. Children were beginning to associate more widely with the SHANARRI indicators through the presence of puppets both inside and outside and home links through ‘Hythehill Ted’, the wellbeing bear. It was anticipated that continued association with helper roles and activities may also be beneficial for such purposes.

Children were able to make free choices about their play that helped to capture their interest which included investigation and exploration both indoors and outdoors. Staff were gaining confidence in encouraging children to find things out for themselves, so that they gained the most from their activity. Children were beginning to be involved in their own learning in a meaningful way through the introduction of learning walls, a method to share children’s thinking, what they knew and wanted to find out.

Staff had got to know the children and their circumstances well, so that the support provided was individual to their need. Pertinent information related to the child was recorded within the personal care plan. Liaison had taken place with families and they had been involved in the review of the information which had included other agency professionals, where appropriate. The coordinated approach aligned with Getting It Right For Every Child (GIRFEC). Any additional support was tailored to the child’s needs and promoted inclusion. Parents told us that staff readily shared information with them and they were happy with the support being given to their child.

Clear line management responsibility was in place for child protection; staff had sound knowledge of child protection procedures through annual awareness training, to help safeguard children. Appropriate systems were in place for the management of medication and known allergies to help children stay safe.

Children’s physical and emotional and social wellbeing was promoted at snack time and during outdoor play. Snacks incorporated a healthy balance that complied with children’s dietary needs and food preferences, as identified by parents. Children clearly enjoyed helping with the preparation of the snack and we discussed how this might be extended. Children chose when to have their snack, sitting in small groups in the company of staff, learning independence skills and talking together.
Findings from the inspection

The premises were well maintained, clean and free from hazards. Infection control procedures followed best practice such as good hand hygiene and nappy changing. Staff had completed first aid training so that children were treated appropriately should an accident occur. Accidents and incidents were being appropriately recorded and information was shared with the parent/carer, promoting the wellbeing of the child.

The decor in the play area was calming and natural light supported psychological wellbeing. Consideration had been given to children making their own choices in play and being able to self-select from resources and materials that were easily accessible. Children had space for floor play activities with construction materials. Whilst there was some natural and real materials within the room, we discussed how their location and expansion might further creativity and concentration. Children had some enjoyment with block play but the space meant it had limitations and interest was not sustained. The play room remained under evaluation so that it best met the needs of the children. This was particularly relevant, due to planned internal changes to the kitchen to accommodate a lunch provision. A cosy space was equipped with cushions and blankets and books that provided respite away from the hub of activities.

Children clearly enjoyed the benefits of free flow play with most of them choosing to be outdoors at various points throughout the sessions; they were confident in choosing what clothing they needed to wear. The continued introduction of loose parts (scrap materials, real and random objects) was clearly helping with children’s physical wellbeing, thinking skills and imagination. Children were being creative with wooden blocks, crates and planks, building a house and creating an obstacle course. The introduction of a weekly outdoor session at the beach, and on occasions an area of the school playing field, was providing further opportunities for children to develop skills to access and manage risk through exploration and problem solving.
Quality of staffing

Findings from the inspection

The friendly and attentive approach of qualified and well motivated staff helped to create an environment where children were happy and assured. Their sensitive and unassuming interactions helped to make a difference to children’s wellbeing and development.

Parents told us that they were happy with the friendly and welcoming approach of the staff and their ability to communicate openly with them. They considered that staff knew their child well and had created a stimulating, caring and safe place for the children.

Whilst there had been changes within the core staff team, staff worked closely and effectively together and had embraced the new opportunities it provided. Staff were gaining confidence in enabling children to find things out for themselves, whilst knowing when to intervene to help them work out their own theories.

Staff told us that they felt well supported by the senior management team and also felt part of the wider school community. Informal and formal communication with the depute head teacher had helped to create a culture where staff felt valued and well supported to improve their skills. The senior management team recognised the benefits of training and development for staff. Core training such as first aid and child protection helped to promote the safety of the children. Staff had focused on schematic play, responsive planning and outdoor learning, to help staff extend their knowledge and skills with a view to improving children’s learning experiences.

A cohesive team approach was helping to form a shared vision for the service and to embed a culture that valued staff. An appraisal programme had enabled staff to identify their individual training needs and areas for continued professional development. Staff meetings with the senior management team provided an opportunity for regular discussion/updates. We suggested that a clear agenda, aligned with the service improvement plan and a concise action plan, would be beneficial for the purpose of continuous evaluation and measuring impact.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

The senior management team and staff recognised the benefits of engaging parents/carers and children in the day-to-day life of the nursery; conversations took place with parents at each end of the session. There was an open and welcoming ethos and a focus on family engagement was providing greater opportunities for parents to
share in their child’s learning. Parents told us that the friendly approach of the staff enabled them to share information and they felt well informed through newsletters and electronic /visual communication.

The depute head teacher had designated responsibility for the nursery and visited on a daily basis for variable periods of time. This helped them to know the children and families well and to have a meaningful perspective of the nursery when supporting staff and monitoring improvement. They had further developed their own skills and knowledge of early learning and childcare to help secure improvement.

The views of staff had been given status which was leading to better opportunities for reflection and a more open debate about improvement. Regular informal and formal discussion between the senior management team and staff helped to identify adjustment to make things better.

Learning priorities had been identified within the service improvement plan, with recognition that some tasks would remain as areas for on-going development, such as observations and assessments of children’s learning, and effective questioning to extend learning. We suggested that a visual recording of part of a session, may also be beneficial for the purposes of peer discussion and reflection of practice. Maintaining a continuous approach to quality assurance, such as methods used to support children’s learning and wellbeing, would also help to identify what was making a difference to outcomes.

The senior management team demonstrated a commitment to continual improvement that sought the views of staff. There was recognition of the valuable perspective children and parents offered in relation to their experiences; opportunities for them to be involved would be further consolidated within the improvement agenda.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.
Previous recommendations

Recommendation 1
The personal plan for the child should provide an accurate and up to date reflection of children’s needs. Information should be well organised, include known strategies and action, with a structured process of review, that takes place a minimum of 6 monthly.

This should ensure care and support is consistent with the Health and Social Care Standards which state that:

My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices (HSCS 1.15).

This recommendation was made on 7 November 2018.

Action taken on previous recommendation
The personal plans were well organised and reflected the needs of the children. A process of review with parents was in place.

Recommendation 2
The senior management team should consolidate and embed the system of self evaluation so that it is continuous and collates the views of all those involved, leading to improved outcomes for children.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that:

I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve (HSCS 4.8). 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 8 January 2019.

Action taken on previous recommendation
Self evaluation was being embedded as part of continuous evaluation, seeking the views of all those concerned. A focus on family learning was beginning to include parents in the process.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.
No enforcement action has been taken against this care service since the last inspection.

### Inspection and grading history

<table>
<thead>
<tr>
<th>Date</th>
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| 7 Nov 2018    | Announced (short notice) | Care and support 3 - Adequate  
Environment 4 - Good  
Staffing 4 - Good  
Management and leadership 3 - Adequate |
| 5 Mar 2018    | Unannounced        | Care and support Not assessed  
Environment Not assessed  
Staffing Not assessed  
Management and leadership Not assessed |
| 21 Sep 2017   | Announced          | Care and support 2 - Weak  
Environment 2 - Weak  
Staffing 2 - Weak  
Management and leadership 2 - Weak |
| 27 Sep 2016   | Unannounced        | Care and support 3 - Adequate  
Environment 3 - Adequate  
Staffing 3 - Adequate  
Management and leadership Not assessed |
| 9 Dec 2013    | Unannounced        | Care and support 5 - Very good  
Environment 5 - Very good  
Staffing 5 - Very good  
Management and leadership 5 - Very good |
| 15 Jul 2013   | Re-grade           | Care and support Not assessed  
Environment Not assessed  
Staffing Not assessed  
Management and leadership Not assessed |
| 14 Dec 2010   | Unannounced        | Care and support 5 - Very good  
Environment Not assessed |
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<td>6 - Excellent</td>
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پیشی البطالس کریکن دوگ تکل بن پر وریا تلاوون نیتیا کی پاکی بی۔

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