Denend Nursery
Day Care of Children

Denend Primary School
4 School Lane
Cardenden
Lochgelly
KY5 0BS

Telephone: 01592 583 423

Type of inspection:
Unannounced

Completed on:
4 March 2020

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2013317900
About the service

This service was registered with the Care Inspectorate on 09 August 2013.

Denend Primary School Nursery is a Fife Council education provider, providing a day care service for a maximum of 30 children, age from two years to an age to attend primary school, at any one time. With a maximum of 10 children aged two to under three. Denend Primary School Nursery is situated in the town of Cardenden, close to Lochgelly. The nursery is located within the primary school and benefits from using shared spaces, such as, ‘Denend Den’, the library and gym hall.

The service developed the ‘Pride of Denend’ rationale and aspire to achieve potential through their values of learning, positive relationships and wellbeing.

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

During the inspection, we spent time with the children present, who were all fully engaged in purposeful play. There were 14 children in the over three’s playroom and four children in the under three’s playroom. One child kindly gave us milk to drink at the snack table. They were keen to talk to us and told us:

*I have friends in nursery*.
"My favourite thing is to play outside".
*We do yoga in the gym." (child then demonstrated some yoga moves).
*I like to play with the babies, I have a little sister and she loves playing with babies too*.

We sent out 10 care standards questionnaires to parents of children who attend the service. We received four completed questionnaires from parents before the inspection. We spoke with three more parents individually. Overall, parents were very happy with the care and support their child received in this service. They told us:

*The staff have been very approachable regarding my son’s support needs and they have also been very helpful in trying new activities to bring on his speech through interactions at nursery.*
"The staff are very friendly and welcoming and always willing to go the extra mile."
*I would like to compliment all staff at Denend Nursery, because my son needs extra support, but they are always trying to help him with learning and make him calm when he is restless.*
**Self assessment**

The service had not been asked to complete a self-assessment in advance of this inspection. We looked at the improvement plan. This demonstrated the priorities for development and how they were monitoring the quality of the provision within the service. For example, developing conceptual numeracy and to improve planning and tracking of learning, through more effective use of personal learning journals.

**From this inspection we graded this service as:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Quality of care and support</td>
<td>5 - Very Good</td>
</tr>
<tr>
<td>Quality of environment</td>
<td>not assessed</td>
</tr>
<tr>
<td>Quality of staffing</td>
<td>not assessed</td>
</tr>
<tr>
<td>Quality of management and leadership</td>
<td>5 - Very Good</td>
</tr>
</tbody>
</table>

**What the service does well**

There was a focus on creating a nurturing environment and developing positive relationships, which were guided by the principles of resilience and self-regulation. Staff were nurturing and provided comfort and reassurance. They respectfully supported children to manage and understand their own and other people’s feelings. As a result, they were confident, resilient and had secure friendships within the service. Similarly, staff were good role models for keeping children healthy. Physical activities included yoga, which kept children fit and active. Children grew their own food in the nursery garden, such as, herbs and fruit trees and learned about the importance of healthy eating and where food comes from. They used the home-grown food for snack.

Children were kept safe and healthy. All staff managed allergies and medical requirements well. There was an effective system in place to check why children were absent from nursery to make sure that they were safe. On the morning of the inspection the garden had been closed for safety reasons as heavy rainfall had contributed to a significant amount of mud which created a slippery slope. Staff used other outdoor areas to make sure that children still had the opportunity to have fresh air and exercise.

Very good learning opportunities promoted different types of play and staff understood the importance of their role in supporting children’s play experiences. For example, they introduced tinkering trays and sensory materials such as, shaving foam, to support sensory development. Similarly, staff were engaged in role play with children, encouraging language and thinking skills. There was a clear focus on early literacy and mathematics, which included, signage of routine sequences using words and pictures, and the language of maths, such as, heavy and light.

Responsive relationships created a positive climate for achievements. Children were encouraged to be independent for example, independently following visual instructions to make play dough. Children prepared snack and followed rules to keep safe, they learned to be responsible and developed valuable life skills.

Children experienced weekly visits to the woodland, which provided a rich environment to excite exploration and investigation. Staff managed this experience to create very good outdoor learning opportunities. Children had a sense of freedom to make discoveries by themselves and develop ideas with a ‘can do’ attitude, such as, riding the ‘tree branch horses’.
Children’s interests were considered through ‘in the moment’ planning, which was evident in the playroom and in floor books, for example, we saw that children were learning about jungle animals. The floor books showed the wealth of rich learning experiences and staff told us that they planned to link the experiences to the wellbeing indicators. Similarly, all children had a personal learning journal and we saw that these linked to planning. Children who required extra support with their care and learning had individual learning plans. These showed how children’s needs were being met, for example, to increase verbal communication.

The service was very well organised and managed. The management team were skilled in supporting staff to make improvements in outcomes for children; for example, training and supporting staff to develop their understanding about tracking children’s progress. Staff had leadership roles and felt comfortable to try out new ideas.

There was a commitment to self-evaluation and staff were involved in peer observations. All staff were at the beginning of using ‘How Good Is Our Early Learning and Childcare’ (HGIOELCC) to quality assure the service. The service improvement plan demonstrated identified priorities through effective self-evaluation and from feedback given by children, parents, staff, and the local authority. This resulted in improvement priorities that were focussed on improving outcomes for children.

What the service could do better

The management team demonstrated that they had a clear and appropriate vision for improvement. Through self-reflection, the team had identified the need to develop planning for children’s individual learning needs. Training and support had led to improved recording of children’s learning. For example, recorded observations were beginning to identify skills and depth of learning. Moving forward, staff planned to develop using children’s individual learning needs to inform future planning. Such planned improvements would support the recording of next steps in learning journals to be focused and linked to individual learning needs. Next steps should be followed through to increase opportunities for children’s successes and achievements to be maximised. This would help children to progress at an appropriate pace and track individual progress more effectively.

We suggested that children’s learning journals could be more attractive and inviting for children and parents. Staff could consider removing pages which were less meaningful to children and have more photographs, samples of children’s artwork and writing at the beginning of their journals. We asked staff to consider cross referencing across curricular areas to evidence how children learn. This would encourage children to become more involved in evaluating their play experiences and describe what they were learning. Similarly, this would help parents to understand how the curriculum is designed to support learning through active play.

Learning could be enriched through improved use of digital technologies. This would support children to select and use appropriate technology to learn or solve problems with increasing confidence.

In line with service plans, we asked management to continue developing quality assurance systems to show how evidence is used to improve outcomes for children. Similarly, we asked management to continue with their plans to develop leadership opportunities for staff. This would enhance the culture of improvements through sharing practice, and through team support and challenge.

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

The service should ensure that children’s ‘Personal Journey folders’ accurately and regularly record children’s next steps for learning and development, with evaluations on actions taken. It should be clear how individual next steps are taken forward into planning.

National Care Standards, Early Education and Childcare up to the age of 16, Standard 6.1- Support and Development.

This recommendation was made on 15 December 2017.

Action taken on previous recommendation

The recommendation was met. The service had made significant progress in identifying children’s next steps in learning and development. We could see the progress that children were making recorded in their ‘Personal Learning Journals’. There was scope to develop this further and the management team had identified how to do this, which was evident in the service improvement plan.
## Inspection and grading history

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Dec 2017</td>
<td>Unannounced</td>
<td>Care and support&lt;br&gt;Environment&lt;br&gt;Staffing&lt;br&gt;Management and leadership&lt;br&gt;5 - Very good&lt;br&gt;4 - Good&lt;br&gt;Not assessed&lt;br&gt;Not assessed</td>
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<td>26 Feb 2016</td>
<td>Unannounced</td>
<td>Care and support&lt;br&gt;Environment&lt;br&gt;Staffing&lt;br&gt;Management and leadership&lt;br&gt;5 - Very good&lt;br&gt;4 - Good&lt;br&gt;5 - Very good&lt;br&gt;5 - Very good</td>
</tr>
<tr>
<td>24 Feb 2015</td>
<td>Unannounced</td>
<td>Care and support&lt;br&gt;Environment&lt;br&gt;Staffing&lt;br&gt;Management and leadership&lt;br&gt;2 - Weak&lt;br&gt;4 - Good&lt;br&gt;3 - Adequate&lt;br&gt;3 - Adequate</td>
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