

Viewforth Nursery Day Care of Children

Mitchell Street
Leven
KY8 4HJ

Telephone: 01334659358

Type of inspection:
Unannounced

Completed on:
26 February 2020

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015969

About the service

Viewforth Nursery is registered to provide a day care of children's service to a maximum of 60 children aged 2 to 5 year old. 15 Children may be aged 2 years at any one time. The children had access to three large playrooms; a meeting/quiet room and use of a front and back outside play space. There was also a side garden however this was not used by children at the time we visited. The nursery is located near local schools, shops, transport routes and the beach. The service vision is to 'provide a calm and nurturing environment in which all children can play, learn and succeed.

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. These are often referred to as the SHANARRI wellbeing indicators.

What people told us

We observed children as they played, interacted with their peers and used the resources on offer. Some children were happy to speak with us, ask questions or show us what they were doing. We found children were safe, happy and interested in the play environment. One child told us:

"The best thing (about being here) is playing superheroes and the workbench."

We sent out 20 care standards questionnaires to parents of children who attended the service. Before the inspection we received 11 completed questionnaires. Some parents left comments which we shared with the service for their consideration. We have included some of these below which represent parents' views.

'My child took a while to settle in when she started nursery but I cannot fault the support we were given. The nursery offers stay and play on a Wednesday morning and we have taken full advantage of this allowing my child to settle better and feel more confident.'

'Excellent staff. My child loved his time at nursery. A great variety of activities were offered. Child-led learning allowed my son to enjoy subjects suited to him and enjoy days out. Staff communicated well, allowing me to see and hear about my child's day.'

'The team were amazing in helping me with my child, one member of staff done more than required. She done some research into my child's diagnosis to help them in nursery.'

'English is my child's second language, and now they are speaking English all the time.'

Self assessment

We did not request a self assessment as part of this inspection. We viewed the services' internal improvement plan during our inspection. One aspect for improvement as identified by the service was a focused approach to parental engagement.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	4 - Good

What the service does well

Children were happy, confident and curious and we observed some prolonged episodes of play. The environment lends itself to children's independence and freedom to explore. Responding to children's interests and needs showed them they were valued and respected. Staff supported children's behaviour in a sensitive way. Children with additional support needs were now better supported by strategies and people who could help their progress and emotional wellbeing.

Staff were encouraging children to make choices whilst making them aware of their options; free flow play opportunities were plentiful. Children were also able to come and go during group times this encouraged expression of interests and personal choice. Staff encouraged children to problem solve and build patience in their interactions with peers. This was supported by the timing of staff interactions, taking turns and giving children the ability to go to another room for more resources. The preschool outdoor area was exciting, varied and promoted creativity with ample opportunities for literacy and numeracy to be explored.

Within the indoor environment most play areas promoted curiosity, creativity, enquiry and skills development. Children were viewed as capable and competent; children were observed helping to cook and prepare homemade pizza for snack. Snack was a pleasant and unhurried experience the children used real crockery, and this promoted a realistic eating experience. The staff took healthy options into consideration when menu planning with the children.

Family engagement for younger children was nurturing, honest, open and fair. Staff had honed their skills in supporting parents in a fun, interesting and respectful way. For instance, parents got involved in trips out to the local beach, woodland areas and helped the children go shopping for items to bake and get creative with back at nursery.

Core resources were well set up for older children and staff were able to extend play by adding resources from well organised areas. Parents and children clearly felt welcomed and involved; for example, children invited their parents in to see their artwork on the walls.

Most staff felt supported, appropriately challenged and described how they worked to each other's strengths. Staff received feedback on their work; an example of this was the information contained in the children's folders, we could see most staff were writing quality observations.

Speaking with staff most felt trusted, listened to and able to make decisions. They were aware of the improvement priorities and their role in helping to develop these. One staff member explained how she was encouraged to further her knowledge, understanding and career in early education as she was supported to undertake her teaching degree.

The team were aware of relevant best practice which complements their role in supporting children's progress through play. They used a variety of documents to encourage reflection and promote improvement. Partnerships with other agencies and local schools had complemented children's transitions, progress and wellbeing. It was evident that staff had autonomy and skills in recognising and reporting any concerns.

What the service could do better

In this service there is a peripatetic management and teacher model in place. As a result, some staff felt unsure about roles and responsibilities. We advised that, with the team, these should be reviewed, clarified and re-established to avoid confusion. The team would benefit from understanding who to go to in certain situations; what support they could expect and when they could learn from the examples of the leadership team.

There is a need for more consistent monitoring of practice and helpful feedback to be given to the team. This should impact positively on practice and staff confidence and self-esteem. We tracked staff in one room and saw that they were interrupted or allowed themselves to leave interactions with children many times within a short period. Utilising various types of monitoring, peer observation and self-reflection techniques would allow the leadership team and staff team to pick up on and improve aspects such as these.

We reminded the manager that all information on children should be reviewed, signed and dated by parents at least once every six months or sooner if required. This would ensure that care and support remained in line with children's changeable needs.

The garden for the younger children and the middle garden would benefit from further development. This would ensure children continued to be provided with a range of exciting and stimulating outdoor and natural play experiences.

Each afternoon the younger children use the Letham room for their session. We established that more consideration of the age and stage of the two-year-old children is needed within the environment. For example, developing more heuristic, open-ended, natural and realistic play experiences. In addition to this, the team should consider if the games, puzzles and books on offer are appropriate yet stimulating and challenging for this age range of children. Providing a space which is nurturing, calming and creates a sense of security for younger children is important.

The team had re-visited their curriculum rationale. We advised that this could link with developing how planning for the group of children is thought about and linked with children's individual needs, development and interests. If creating learning walls, the team should consider how the principles of curriculum design may be made more apparent in the learning through play opportunities and subsequent evaluations.

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
29 Aug 2017	Unannounced	Care and support
		Environment
		5 - Very good
		5 - Very good

Date	Type	Gradings	
		Staffing	Not assessed
		Management and leadership	Not assessed
27 Oct 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
15 Sep 2014	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
26 Aug 2013	Unannounced	Care and support	2 - Weak
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	2 - Weak
27 Feb 2013	Unannounced	Care and support	3 - Adequate
		Environment	2 - Weak
		Staffing	3 - Adequate
		Management and leadership	2 - Weak
30 Oct 2012	Unannounced	Care and support	2 - Weak
		Environment	2 - Weak
		Staffing	3 - Adequate
		Management and leadership	2 - Weak
28 Sep 2010	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
28 Sep 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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