

Westhill Primary School Nursery Day Care of Children

Westhill Primary School
Westhill Drive
Westhill
AB32 6FY

Telephone: 01224 472 900

Type of inspection:
Unannounced

Completed on:
1 December 2021

Service provided by:
Aberdeenshire Council

Service provider number:
SP2003000029

Service no:
CS2003016342

About the service

Westhill Primary School Nursery was previously registered and transferred its registration to the Care Inspectorate on 1 April 2011. It is registered to provide a care service to a maximum of 80 children aged from two years to not yet of an age to attend primary school at any one time. No more than 10 children are aged two to under three years. The staffing ratio will be one adult to five children aged two to three years, one adult to eight children, three years and over, if the children attend more than four hours per day or one adult to ten children if they attend less than four hours per day.

The nursery is situated within Westhill Primary School, located in a suburb of Aberdeen. There is a large playroom with an adjoining area for quieter play and relaxation. The nursery benefits from integral toilets and a kitchen area. The children have direct access from the playroom to an outdoor play area and a smaller courtyard.

Westhill Nursery have a vision of what they expect to achieve:

'We will provide a secure, happy, caring and stimulating environment in which the children can grow. We will provide activities and resources which will enable the children to develop their capabilities as Successful Learners, Confident Individuals, Responsible citizens and Effective Contributors. We aim to support all children in their preparation for the future and which ever path they may follow'.

We carried out site visits to the service on 23 November 2021 and 24 November 2021 and completed the inspection using telephone calls, virtual meetings, and the submission of documents. Feedback was given on 01 December 2021 to the manager of the nursery and head teacher of the school.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is 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 parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

As part of this inspection, we took into consideration: 'Key Question 5: Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19' with a specific focus on 'Quality Indicator 5.2: Infection prevention and control practices support a safe environment for children and staff'. We will report on the overall performance of this indicator under the theme of 'Quality of care and support'

This inspection was carried out by inspectors from the Care Inspectorate.

What people told us

We observed the children and saw that they were happy in nursery and were comfortable with staff. Children played well together and were forming friendships and like-minded interests. We talked to children during play about their experiences and they told us about their pictures.

When asked what they like doing at nursery some replies included:

- 'I like the drawing table; my drawing is for mummy and daddy they're going to love it, its for putting on the wall downstairs'.
- 'I love playing outside digging in the sand' and 'the story garden and playing with the tools'.
- 'I love having steak pie for lunch'.
- 'Nursery is great, I enjoy playing with my best friends'.

We received feedback from parents using telephone, online calls, and email. Overall they were supportive of the nursery and said their children were happy there. Their comments included:

"Communication from the nursery is good, we get a weekly bulletin with information as well as the lunch menu's; and it's well communicated that if we have any issues to contact the nursery by email or phone".

"(Child's name) is in his second year in nursery; the staff know them very well, they understand what their interests are and bring these interests into learning opportunities (from what I've seen in the learning journal), they are encouraging and my child enjoys going to nursery to see them"

"You get a detailed Friday email which explains what the nursery is up to as a whole. This is good but I think parents feel that they would like more information on what their actual child is experiencing or educationally working on".

"I get a weekly note on learning journals with several photographs and information of something (child's name) has achieved or is working towards achieving that week. It is linked to the 'Experiences and Outcomes' so I can see that there is a progression happening. Very often when I collect my child, and if it is quiet and there aren't too many parents around, the staff member will tell me what she has been enjoying that day - whether its spending most of the day outdoors with friends, or sitting at the table indoors practising her writing".

"The staff are always smiling and welcoming at the gate in the morning, it is lovely to see and the nursery always appears clean and inviting with lots of things set up to do. They also seem to have excellent Covid19 procedures in place, and it has always felt very safe, yet child centred and friendly".

"We have also received questionnaires asking (child's name) specifically what their views are with regard to nursery. These have informed future planning".

"I know there is a lot of children at the nursery but I do feel pick up can be very rushed and we don't get much information from their day".

Self assessment

The service had not been asked to complete a self assessment in advance of this inspection. We looked at their quality assurance processes 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	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

Staff were nurturing, kind and caring in their approach with the children. There was a warm ethos in nursery and the children were settled and happy. The children had fun as they freely followed their interests both indoors and outside, experiencing quality learning experiences. Staff members were encouraging curiosity and problem solving skills.

A small group were building a table and chairs outside from the blocks, and a member of staff encouraged their problem solving skills as they tried to get the blocks at the right height. Another group were making sandcastles in the sandpit. The same member of staff supported their curiosity using open questions, as they filled their buckets. There was a great sense of achievement when the sandcastles worked and the member staff shared in this delight.

Children's needs were known and understood as personal plans and support plans (where needed) were in place for the children. We heard these were discussed with parents in order to keep information updated. We saw the personal plans were working documents and were held by key workers to make reference to. Support plans were kept in a central area where all staff could readily access them. Knowledge of each child was used to plan their care and monitor progress. Staff were clear about how they were supporting each child and why. This offered children consistent positive outcomes.

Relationships with parents were very good. We received a great response from parents and most were very happy with nursery provision. Parents felt that the staff knew their children well and their interests and choices were taken account of. They valued the chats they had with their children's key worker and liked the bulletin with information and the use of the ILDs (Interactive Learning Diaries). Many said they would like to see more information about their children's learning within these. Quite a few mentioned that it would be nice to have more informal chats at pick up. Other suggestions have been shared with the manager and taken account of. This contributed to ensuring parents felt valued and respected.

Child-led planning approaches were in place, using ideas from the children and taking this forward. This linked to the children's learning journals. Photographs and observations of children's learning and development were recorded within these journals and shared with parents to keep them included and informed.

Children enjoyed a healthy snack of fruit. Nursery operated a rolling snack where children were supported by staff and encouraged to be independent, serving their own snack. Staff told us that some children didn't take off their outdoor clothes for snack to help ensure their play was not interrupted. They told us this was working well. To ensure effective handwashing staff should ensure children's sleeves were rolled up.

Children had lunch in the hall and were offered a hot meal cooked on the premises by the school catering staff. Alternatives were provided to those children who didn't eat much lunch, especially those remaining in nursery all day.

Staff supported the children well and made sure they all had something to drink. A high tea was served later in the day in nursery. This provided an opportunity for the children to have an unhurried, relaxed time with their peers and staff, chatting and reflecting on their busy day. Staff provided good role modelling by eating with the children.

We saw the youngest children's safety and wellbeing was being supported through sensitive arrangements for sleep routines. There was the opportunity for the children to rest or sleep in a quiet area of the nursery on mats following lunch.

All staff had a clear understanding of their roles and responsibilities relating to keeping children safe and protected. They had been supported to keep their knowledge up-to-date. They were clear about what signs and symptoms to look out for, and who to go to if they did have a concern. The manager was confident to act on any concerns raised by staff, this helped to reduce the risk of harm to children.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and families, for example: good handwashing routines for children were in place and supported by staff encouraging singing while hand washing. At lunchtime staff ensured all touch points were cleaned.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

Children were cared for in a setting that was clean and well maintained with plenty of natural light and ventilation. The indoor and outdoor environments were appropriately set up and took account of all children's stages of development and learning. Spaces reflected children's current interests and curiosities, with appropriate resources and materials to support play and learning.

The large playroom was warm, welcoming and nurturing and had been thoughtfully furnished and resourced to offer children opportunities for creativity, curiosity, and inquiry. The use of natural materials and 'loose parts' was evident in each area and outdoors, supporting children to explore and use their imagination to direct their play and learning experiences.

The two outdoor areas provided ample space for all children. We saw children engage and participate in a variety of play experiences. All children had free-flow access to the outdoors meaning they were able to decide where they played. Independence was encouraged as children got dressed and undressed for the outdoors. This demonstrated recognition of the right for all children to play outdoors and impacted positively on their development, health, wellbeing and happiness as they had fun and make independent choices.

We saw children enjoying uninterrupted time to become absorbed in their play and have fun. We looked at 'Mind Maps' and saw that the children had been consulted in developing risk assessments. Children were encouraged to take positive risks which supported them keep safe and to develop skills for life.

The entrance to the nursery had been made very welcoming and inclusive for the children. We saw a 'Family Tree' with photos of all the children and their families and a map of detailing where the families had originated from.

It was apparent from speaking to staff and from the nursery environment that a lot of work had been done around best practice guidance 'Realising the Ambition' (RTA). There was a golden thread of learning running throughout the nursery showcasing all the experiences children have had in different areas through photographs.

We observed a nappy change and saw that the member of staff went down to the child's level and asked them to come and get their nappy changed. There were lovely interactions and discussions. Their privacy and dignity was respected.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

Although many of the staff were new to the nursery, they told us they felt valued and part of the team. We found the staff team were passionate, motivated, and enthusiastic about their roles and responsibilities and enjoyed caring for and supporting the children. It was clear when speaking to staff and from their interactions with the children that they knew them well.

Staff spoke knowledgeably to us about the children, describing their individual characteristics and any sensitivities they may have. We saw them responding to children throughout the day, with kindness and sensitivity. This contributed positively to children's self-esteem and sense of wellbeing, as they were confident in approaching staff for help or reassurance. We saw staff using special resources with children to support their play.

Children were very well supported by skilled interactions from staff. We saw staff asking questions that supported and extended children's learning. This promoted children's curiosity, inquiry and problem-solving skills. Staff interactions across the nursery contributed to children's wellbeing and development.

Staff were reflective practitioners. They were committed to take forward current ideas, to develop and implement best practice guidance. They valued the opportunity to take responsibility for an area of development and were able to discuss how they were taking this forward. This created a professional, motivated workforce that were passionate about improving outcomes for children.

Training captured the individual interests of staff and their professional development, which included staff undertaking qualifications relevant to their role. Staff were able to discuss how training had impacted on their practice and outcomes for children. This contributed to an effective and professional staff team who were able to deliver high quality experiences for children.

Staff were recruited following the local authority procedures and were registered with the Scottish Social Services Council (SSSC). Staff felt well supported and welcomed regular wellbeing meetings with the manager to support their emotional wellbeing and discuss their professional development.

The introduction of staff meetings will create an opportunity for staff to come together and share and develop their practice. This will contribute to the team ethos and the whole team being involved in the improvement journey of the service.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

The vision, values and aims for the setting were clear and accurately reflected the work of the service. We found the service to be managed and led to a good standard. Staff said the manager operated an open-door policy and they felt supported and valued. Staff were aware of their role and responsibilities, showing initiative and collaboration. This shared leadership approach demonstrated commitment and passion for the service, resulting in positive outcomes for children.

All staff were encouraged to contribute to the service improvement plan which was used as a working document. This was meaningful and was linked to the areas that the service needed to focus on. The impact and the outcomes for children were being taken into consideration. Staff were aware of the improvement plan priorities and their role and responsibility in achieving them. All of which helped to bring about positive change to children's experiences and outcomes for them and their families.

Self-evaluation, by means of looking at challenge questions in 'How Good Is Our Early Learning and Childcare' (HGIOELC), had just been put in place and was yet to be embedded. This approach will support the setting to ensure they are providing high quality care and support tailored towards children and families.

A quality assurance calendar and audit tools were in place and led to continuous improvement. Following discussions with the manager, they were able to discuss how these audits were used effectively to ensure the health and wellbeing of the children.

Staff told us about the positive support, using the two stars and a wish approach (identifying two things that are good and one to work on), provided by the lead practitioner to develop the quality of their observations. We saw evidence of good observations. Staff would benefit from a similar approach being taken in other areas to support their practice. We discussed possible strategies that could be used to implement an effective monitoring programme (**see Recommendation 1**).

The nursery used questionnaires to gain feedback from the parents and children to help improve the service. The setting were committed to continuing to develop ways of communicating and consulting with parents to ensure positive outcomes for children and families.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To support improvement to the service and improve outcomes for children, the provider and manager should ensure that the quality of work of each member of staff and the service as a whole is monitored effectively.

This is in order 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: 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.

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

Previous recommendations

Recommendation 1

In order to ensure children are supported to progress and achieve, the provider and manager should ensure:

- personal plans are developed for children who require additional support
- staff are informed, skilled and trained to effectively meet children's needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: "My care and support meets my needs and is right for me" (HSCS 1.19).

This recommendation was made on 19 April 2019.

Action taken on previous recommendation

The service had reviewed the format of the personal plans which are now linked to the SHANARRI wellbeing indicators. A personal plan is in place for all children including those who require additional support. Staff feel this contributes to a more holistic way of working and were able to discuss children's needs and how they met these. During the visit, could see staff interacting with the children to support them in a nurturing manner.

This recommendation has been met.

Recommendation 2

In order to ensure children are supported to progress and achieve, the provider and manager should review adult-led activities to reduce the disruption to children's play and increase children's choice and ability to lead their own learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: "As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity" (HSCS 2.27).

This recommendation was made on 19 April 2019.

Action taken on previous recommendation

Across the nursery we saw children leading their learning. Staff were supporting this and had adapted planning to take account of the children's interests. We saw these interests were then taken forward, as much as possible in the moment, depending on resources available. Children were using resources available to make pretend bandages, we then observed them spending a good part of the session with real bandages, bandaging each other and staff.

This recommendation has been met.

Recommendation 3

To help ensure children are cared for in a warm and responsive atmosphere, the provider and manager should develop positive relationships between staff and management.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards which state that: "I experience a warm atmosphere because people have good working relationships" (HSCS 3.7).

This recommendation was made on 19 April 2019.

Action taken on previous recommendation

Having spoken to all staff it was clear that they felt supported by management and the team. They spoke about the manager having an open-door policy and felt they could discuss matters with her at any time. We saw staff were supported by regular health and wellbeing meetings, which helped them feel valued and respected.

Recommendation 4

To support improvement to the service and improve outcomes for children, the provider and manager should ensure that the quality of work of each member of staff and the service as a whole is monitored effectively.

This is in order 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).

This recommendation was made on 19 April 2019.

Action taken on previous recommendation

Staff spoke about management undertaking monitoring of practice quality and spoke about the benefits of how using 'two stars and a wish' with their observations helped them develop their skills. We asked management to consider this approach when monitoring other aspects of the service.

Staff talked about supporting each other on the floor and the manager picking up on areas of good practice and providing feedback. We highlighted the benefit of recording the outcome of these monitoring visits as well as peer monitoring.

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	
14 Mar 2019	Unannounced	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
20 Mar 2018	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
21 Jan 2016	Unannounced	Care and support	Not assessed
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
30 Jan 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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