

Rothienorman School Nursery Day Care of Children

Station Road
Rothienorman
Inverurie
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Telephone: 01651 821 247

Type of inspection:
Unannounced

Completed on:
6 May 2022

Service provided by:
Aberdeenshire Council

Service provider number:
SP2003000029

Service no:
CS2006130105

About the service

Rothienorman School Nursery is registered with the Care Inspectorate to provide a care service to a maximum of 25 children at any one time, age from two years to an age to attend primary school.

The service is accommodated within Rothienorman Primary School located in the rural village of Rothienorman, Aberdeenshire. The school is a modern build-design, providing purpose-built facilities for the nursery age group. The children have direct access from the playroom to an outdoor play area.

This was an unannounced inspection which took place on 02 May 2022 between 09:15 and 16:00. Two inspectors carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service, and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with a children using the service and made contact with ten parents of children who attend
- spoke with the staff and management
- observed practice and daily life
- reviewed documents.

What people told us

Parents felt the staff knew their children well and said their children were happy at nursery. They welcomed the newsletter and one mentioned how they liked that it was displayed at the nursery door. However, many said that although they liked the use of the 'Seesaw' app, they would like to receive more information about their children's interests, what they liked doing and how they were developing.

Parents shared that staff had supported them with things like separation anxiety and toilet training. Parents were looking forward to have the opportunity to meet and get to know the new manager.

Self assessment

No self-assessment was requested.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	3 - Adequate
Quality of staffing	4 - Good
Quality of management and leadership	3 - Adequate

Quality of care and support

Findings from the inspection

We evaluated the quality of care and support as adequate, where strengths only just outweighed weaknesses.

Children benefited from being cared for by staff who were nurturing, kind and supportive. There was a nice ethos in nursery and the children were settled, happy and engaged. Children had fun and experienced a range of learning opportunities as they enjoyed following their interests both indoors and outside.

Staff had nice interactions with the children and enjoyed spending time with them, for example: reading stories with the children. We found, however, that there were missed opportunities to extend and add depth to the children's learning. The staff should consider the use of open questions when interacting with the children to encourage curiosity and enquiry.

It was clear when speaking to staff and from their approach with the children that they knew them well. They spoke knowledgeably to us about the children, describing their individual characteristics and any sensitivities they may have had. We saw staff responding throughout the day, with kindness and sensitivity. This contributed positively to children's self-esteem and sense of wellbeing. As a result they were confident in approaching staff for help or reassurance.

Children had personal plans which were not always readily accessible to staff. These took into account the SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible) indicators and captured the likes, personalities and background of the children. However, it was not clear when these plans had been completed or reviewed. We were, therefore, unable to establish if the information was up to date. Staff should ensure individual plans are readily available to ensure they always have the most up-to-date information about children and their needs. Where necessary individual care plans should be in place, clearly documenting the support needed and progress made (**see recommendation 1**).

Child led planning approaches were in place. Next steps were identified from observations and colour coded depending on their level of achievement. A central planning wall meant all the documents were easily accessed by all staff. It was evident during the inspection and looking at documentation that the children's voice had been taken into account when planning and was valued, however, this was not always recorded. Staff should now consider how they capture and document this to continue to ensure the children feel listened to, supported and valued.

Learning journeys were shared with the parents on 'Seesaw' which parents liked. They told us that they would welcome more information about their individual children's interests, what they liked doing, and how they were learning and developing. We noted that there were inconsistencies in how staff had written observations and learning taking place. Staff would benefit from training around observations, to ensure these were significant and take account of individual children's developments and next steps (**see recommendation 2**).

Children were already familiar with the routine of going through the school to the hall for lunch. We suggested that staff review the handwashing procedure to make this process run more efficiently. This would reduce the time the children had to wait. The children were offered a hot lunch cooked on the premises by the school catering staff. Staff were good at supporting the children with eating and making sure they all had something to drink.

Alternatives were provided to children who didn't eat much lunch, especially those remaining in nursery all day. It was noted that the table and chairs were very high which required some children to sit on their knees. Staff had already highlighted this and were looking into alternative arrangements. A high tea was served later in the day in nursery. This was an opportunity for the children to have an unhurried, relaxed time with their peers and staff, chatting and reflecting on their busy day.

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 the signs and symptoms to look out for, and who to go to should they have a concern. The head teacher had overall responsibility for child protection and safeguarding, this helped to reduce the risk of harm to children. Chronologies were in place for the children and significant events in their lives had been noted within these. The child protection policy needed to be updated to reflect the 2021 guidance and should also include important phone numbers for staff to refer to.

We found the management of medication needed to be reviewed and updated in line with best practice guidance. We saw that not all medication was in original packaging or in a box clearly labelled with the child's name. Staff should ensure that a copy of medical care plans are regularly reviewed are kept with the medicine for staff to refer to. Emergency protocols should also be stored with the medication. This will ensure the children are kept safe and their health and wellbeing need are being met (**see recommendation 3**).

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and families, for example: the children were well supervised by staff when washing their hands. It was noted that they washed their hands on return to nursery also. Staff should also be mindful of hand washing and being role models to the children. Masks were worn by the staff when moving around the setting and when in close proximity to other adults.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1.
Staff should ensure that all personal plans are
 - a) dated when they are created
 - b) reviewed every six months and clearly dated

and

where children require any additional support, care plans should be created which clearly identify support needs and the actions to be taken to put the support in place.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: "My personal 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).

2.

The provider and manager should provide support and training to further develop staff knowledge and skills in observation and recording. Developing these skills will lead to positive outcomes and learning for the children in the service.

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

"I am supported to achieve my potential in education and employment if this is right for me" (HSCS 1.27) and

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14).

3. The provider should ensure that children's health needs are met, by storing and administering medication safely.

To do this, the provider must ensure:

- a) all medication needs to be stored in original packaging clearly labelled with the child's name.
- b) medication records need to contain accurate information detailing clear information for staff to follow, including action to be taken in an emergency.
- c) medical care plans need to be regularly reviewed and kept with the medicine for staff to refer to.

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

"My care and support is provided in a planned and safe way including, if there is an emergency or unexpected event" (HSCS 4.14).

Grade: 3 - adequate

Quality of environment

Findings from the inspection

We evaluated quality of the environment as adequate, where strengths only just outweighed weaknesses.

Children were cared for in a setting that was safe, secure with plenty of natural light and ventilation.

We saw that some areas within the indoor play space had been set up to reflect the children's current interests and curiosities, with appropriate materials, including open ended resources to support learning. The construction area for example: contained a variety of building materials, hard hats, different measuring tapes and laminated ideas for building castles and real pictures of buildings. This area was well used and the children were engaged in their play. We found, however, that other areas were a little sparse and uninviting. We highlighted the benefits of providing additional resources, set up to allow for as much choice as possible. This would encourage the children to explore and extend their interests and become more engaged in their play (**see recommendation 1**).

All children had free flow access to the different areas, including 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 made independent choices.

The outdoor area was well used by the children. Some children flitted about and didn't spend very long investigating or exploring. Others were enjoying uninterrupted time to become absorbed in their play and have fun. We found that some areas lacked resources, for example: the large sand pit had very little sand in it which didn't encourage children to spend much time there. Staff told us this had been identified as an area for improvement and plans were in place to develop this area to make it more exciting and inviting for the children in order to develop creativity and curiosity.

Staff still needed to give some thought to creating a literacy and numeracy rich environment. During the inspection we could see elements of this in the construction area for example: the measuring tapes and pictures of buildings. However, this needed to be introduced across the nursery environment. This would allow children the opportunity to interact with print, text and numbers in their daily play.

The nursery make good use of the wider area and the community. They used the 'AstroTurf', the play equipment in the school playground, the fairy gardens and the woodland paths. Staff spoke about gathering a variety of open ended resources to take with them for the children to explore, this would also provide opportunities to develop the children's creativity and curiosity in different environments outdoors.

We saw children climbing on a pallet which was placed against the garden fence. Children were speaking about escaping. Immediate action was taken to remove the pallet. We highlighted the need to ensure that staff are fully risk aware and that measures are taken to reduce the risks to children. We also discussed the benefits of risk assessing with the children, encouraging them to take positive risks and develop skills, but supporting them to keep safe too (**see recommendation 2**).

There were no children in nappies at the time of the inspection, however, it was noted that there were suitable nappy changing facilities and staff were aware of respecting privacy and dignity.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. The provider/manager should review the learning environment for all children. They need to ensure that children's individual needs are being met and that the environment, resources and activities are of interest to children and offer challenge and stimulation.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: "I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices" (HSCS 5.21).

"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).

2. The provider and manager should ensure they keep children safe and put procedures in place for children to play safely outdoors.

To do this they should:

- a) ensure they make safe and secure the outdoor area for children to play and reduce risks
- b) put in place and implement a system to regularly review risk assessments and update them when needed for the outdoor area
- c) ensure they regularly review these measures, and take account of and reflect children's needs, wants and wishes.

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

"My environment is safe and secure" (HSCS 5.17).

Grade: 3 - adequate

Quality of staffing

Findings from the inspection

We evaluated quality of staffing as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The staff team were motivated and enthusiastic about their roles and responsibilities and enjoyed caring for and supporting the children. The staff knew the children well and talked passionately about their personalities and individual needs.

Staff were recruited following the local authority procedures and were registered with the Scottish Social Services Council (SSSC). There had been a number of staff changes within the team. New staff who we spoke with told us they felt valued and included as part of the team. We found that not all new staff had benefited from an effective induction. To support new staff to be confident and competent in their role, we suggested the setting look at the 'Early Learning and Childcare National Induction' resource to create an induction policy and procedure.

During the inspection we talked to staff and reviewed the settings self-evaluation document. It was clear staff were still settling into their new roles, looking at what they had to offer the setting and the impact of their skills in improving outcomes for children. We discussed giving staff responsibilities, so they had some ownership and an opportunity to take their ideas forward. This shared leadership approach would contribute to positive outcomes for children.

Training captured individual staff interests and professional development, which included staff undertaking qualifications relevant to their role. Staff were reflective practitioners. They were able to talk about training they had done and how this had impacted on their practice and outcomes for children. They were keen to take forward current ideas and to develop their knowledge of best practice guidance. The evidence of this was yet to be seen within the nursery, for example: the ideas for developing the outdoors. The staff were a professional, motivated workforce that were working together to improve outcomes for children.

Staff were finding it difficult to have staff meetings all together due to the extended hours. The lead practitioners had made changes to their working pattern in order to meet together with the manager. This will ensure there is time set aside for discussion and reflection.

The manager had started a weekly staff update to share important information with everyone. They plan to use MS (microsoft) forms to gather thoughts and ideas. This will ensure everyone feels valued and included.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

We evaluated quality of management and leadership as adequate, where strengths only just outweighed weaknesses.

The vision, values and aims for the setting were clear and staff were striving to achieve these and were making progress in the promoting of independence.

In the short time the manager had been in post, she had worked hard to get to know the staff and children. Staff commented that they already felt well supported and were positive about the changes that had been made. It should now be the manager's focus to meet the parents and get to know them. This would ensure families felt supported and valued by the setting.

The manager had started to think about ways to support families through a food share project. This involved leftover suitable food being offered to families to take away. This was aimed to try to reduce the amount of food waste and support families.

Senior staff spoke about how they observed staff practice and how verbal feedback was given. We discussed possible strategies that could be used to implement an effective monitoring programme using ideas from recent training. The setting was keen to move forward with this. The senior staff were already considering how to manage and implement this programme to ensure it is a positive experience for staff and will support their practice. This will contribute to the service's improvement journey.

Support and supervision meetings had not been undertaken for some time. We discussed the importance and benefits of this practice with the manager. They recognised the importance of putting this in place soon to support the staff's wellbeing and professional development **(see recommendation 1)**.

The self evaluation document identified the setting's key strengths and areas for improvement. It was noted that their aim was to share their improvement journey in a variety of ways to ensure families, staff and nursery community were aware of the planned improvements and what had informed the plan.

A quality assurance calendar was in place providing an overview of the annual programme. The manager now needs to implement the use of recognised audit tools and best practice to help ensure continuous improvement. Following discussions with the manager, we discussed how using these audit tools effectively while quality assuring care plans and medication would ensure the health and wellbeing of the children **(see recommendation 2)**.

Parents welcomed the newsletter which gave them an insight into the life of the nursery. The setting had also used questionnaires in the past to gain feedback from the staff and parents. The setting should continue to develop ways of communicating and consulting with parents, staff and children to ensure positive outcomes for children and families.

To ensure that staff, children and parents were involved in the ongoing evaluation and improvement of the service, we would recommend they refer to the Care Inspectorate document: 'Self-evaluation for improvement- your guide'.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1.
To support continuous improvement to the service as a whole and improve outcomes for children, the provider and manager should ensure that:

- a) the quality of work of each member of staff and the service as a whole is monitored effectively.
- b) staff are given the opportunity for regular support and supervision in order to support their wellbeing and professional development.

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) and

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

2.
To support improvement to the service and ensure good outcomes for children, the provider and manager should ensure quality assurance systems, including the use of quality audit tools, are fully embedded into practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) 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: 3 - adequate

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

To support children to progress and achieve their full potential staff should develop their skills and knowledge of: observation, assessment and planning - effective interaction to support and extend learning.

This ensures care and support is consistent with the Health and Social Care Standards which state: "I am supported to achieve my potential in education and employment if this is right for me" (HSCS 1.27).

This recommendation was made on 5 November 2019.

Action taken on previous recommendation

Recommendation was not fully met. Some observations were well written and documented the learning taking place, however, it was felt that staff would benefit from training around observations, to ensure these are significant and take account of individual children's developments and next steps.

We have made a recommendation within care and support.

Recommendation 2

Personal plans must be improved for all children, they must demonstrate how staff plan for and meet children's health, welfare and safety needs.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: "My personal 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 5 November 2019.

Action taken on previous recommendation

Recommendation was not fully met. Personal plans took account of the SHANARRI indicators and captured the likes, personalities and background of the children. However, it was not clear when these plans had been completed or reviewed. Where necessary care plans should be in place, in order to document support that is in place. Staff should consider having these readily available to ensure they always have the most up-to-date information about children and their needs.

We have made a recommendation within care and support.

Recommendation 3

The provider/manager needs to review the learning environment for all children. She needs to ensure that children's individual needs are being met and that the environment, resources and activities are of interest to children and offer challenge and stimulation.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: "I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices" (HSCS 5.21) and

"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 5 November 2019.

Action taken on previous recommendation

Recommendation was not fully met. Some spaces reflected children's current interests and curiosities, with appropriate materials, including open ended resources to support learning. However, other areas were a little sparse and the addition of resources, allowing as much choices as possible would encourage the children to explore and extend their play.

We have made a recommendation within the environment.

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	
5 Nov 2019	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 3 - Adequate Not assessed Not assessed
2 May 2017	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 5 - Very good
31 Oct 2014	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
9 Oct 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 5 - Very good

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