

Roths Primary School Nursery Day Care of Children

Green Street
Roths
Aberlour
AB38 7BD

Telephone: 01340 831 675

Type of inspection:
Unannounced

Completed on:
28 October 2022

Service provided by:
The Moray Council

Service provider number:
SP2003001892

Service no:
CS2003016010

About the service

Rothes Primary School Nursery is a day care of children service situated in the grounds of Rothes Primary School in the village of Rothes. The service is registered to provide a care service for a maximum of 17 children not yet attending primary school.

The service is close to the village centre, local shops, a play park and other amenities. The children are cared for in a main playroom, with toilets accessed from the cloakroom area and have access to an enclosed outdoor area. There is a separate disabled toilet which houses nappy changing facilities.

About the inspection

This was an unannounced inspection which took place on 25 October 2022 , between 10:30 and 15:45, and 27 October 2022 between 09:15 and 12:35. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with four family members of people using the service
- spoke with three staff and management
- observed practice and children's daily experiences
- reviewed documents.

Key messages

- Children were well cared for by nurturing staff.
- The nursery promotes a positive, welcoming ethos for children, families, staff and visitors to the service.
- Children were happily engaged in play activities that reflected their interests.
- The process of self-evaluation should be further developed to support improvement of the service.
- Staff communicated well as a team, working flexibly together to support children to have positive experiences and outcomes.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children were supported with kindness, care and nurturing approaches that supported their overall wellbeing. They readily approached staff, confident that their requests for help or resources would be met. Any conflicts between children were resolved swiftly, kindly and positively.

Staff were compassionate and respectful of children's dignity when supporting children with their personal care, helping them to feel comfortable and at ease. Children were encouraged to be independent and support was offered by staff to those who required more help.

Lunch was relaxed and unhurried with opportunities for children to be involved, supporting the development of independence skills. Children's wellbeing and safety benefitted from staff sitting with the children, supporting those who required more assistance and encouraging everyone to eat well. Social conversation was promoted, fostering a calm, enjoyable time for children and staff. Alternatives were provided for children who did not eat lunch, helping ensure that everyone was well fed and happy. Fresh water was available and accessible to children throughout the day.

Children's personal plans supported their overall wellbeing and care. The plans, which were based around the SHANARRI health and wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included), were regularly reviewed with parents as part of focus child meetings. This helped to ensure that parents' wishes and preferences were taken into account and supported children to benefit from care which met their current needs.

Children's wellbeing and care was supported by the systems that were in place to ensure that each child's individual needs were met. This helped each child to be appropriately supported in making progress to reach their potential.

Children's health and safety was promoted through staff knowledge and awareness of allergies and the safe storage and administration of medication. When we mentioned the need for information about medication administration to include possible triggers and symptoms, this was applied straight away.

Accidents and incidents were logged according to best practice, including how this information was shared with parents. Chronologies recorded significant events although the manager should ensure that outcomes and actions are consistently recorded too.

1.3 Play and learning

Children had fun and were busy, happy, engaged learners. Their play and learning benefitted from the children being able to select from a variety of play resources. Some resources were open ended and natural. Staff should consider how these could be further developed and presented to encourage exploration, promoting curiosity and imaginative play.

Children's learning and development, benefitted from being able to free flow between indoor and outdoor play. Most children preferred to play outdoors, with some pursuing play and learning indoors. Children were able to make choices and lead their play. They readily approached staff for support and to help them access further resources to extend and enhance their play. One good example of this was related to the shop role play. Although this had been set up indoors, the children's role play continued outdoors. Staff worked together to provide resources to support this play outdoors too.

There were some missed opportunities to promote children's curiosity and creativity. For example: whilst there was a painting easel available, it was not set up with paper and paints as an invitation to children to explore using these materials. Shopping role play had been set up outdoors and indoors to support children to explore money as an aspect of numeracy development. However, generally there were limited ways for children to access and explore language, literacy and numeracy development, particularly through outdoor play. We advised the service that there were areas which could be evaluated to increase this promotion of this type of learning and development.

Children's learning and development experiences benefitted from a system of recording individual interests from focus child feedback meetings with parents. These were shared to staff via personal plans and transferred to play and learning activities to enhance learning and play experiences.

There was an inconsistent approach to recording children's learning and development through observations. For example: not all observations stated the next steps to inform and extend children's learning. Staff need to further develop their skills to effectively record and support children's ongoing learning and development.

A system was in place to offer parents regular meetings to discuss their child's progress. Parents told us that they appreciated these opportunities to be involved in their child's learning and development: "the staff put together a lovely folder showing achievements, and next steps and then we had a meeting to discuss.... we also feedback to them what (child's name) has been up to at home. We are always made to feel part of (child's) learning experience".

Photographs showed that children benefitted from opportunities to visit places of interest and to be involved in the local community.

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children enjoyed a safe, clean, well maintained play environment throughout the building. A positive atmosphere promoted a care setting which reflected the importance of children's wellbeing. We observed that children benefitted from having free flow access to the large enclosed garden to the rear of the premises. This supported children to make choices about where they wanted to play. A variety of resources were available for self-selection including the provision of large 'loose parts' items. These provided opportunities for children to develop problem solving skills.

Children's safety and security was supported by staff awareness of the importance of systems for opening and locking doors and gates. Children's health and wellbeing benefitted from appropriate infection prevention and control measures being in place. This included regular handwashing which we observed at key times during the children's day. Children were supported by staff who were aware of individual personal care needs. Toilets were clean and a large disabled toilet provided a space for nappy changing.

Children's play experiences and learning benefitted from the way in which staff had planned and presented some intentional learning around a shop role play area. They had evaluated the use of space and furniture to create opportunities for children to lead and develop their play. This included having a home area available to continue and extend the shop play. On our second visit this play had been further developed, with support from the staff, as the children had wanted a shop outdoors too.

We observed that children could ask for a folding mat, a blanket or cushions to support them to have a comfortable rest. However, with just a rug provided it was not a naturally inviting, homely area. We advised staff to make this area a more cosy, inviting space for children who sought a calmer space to rest or play. Staff agreed to take action to develop a more homely feel to the soft furnishing of the playroom.

Securely storing children's confidential information in a locked filing cabinet in an office helped to ensure that children's privacy and dignity was respected.

How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children's experiences and care benefitted from the nursery having a shared vision, values and aims which positively informed practice. Families felt valued and respected as they had strong relationships with the service. A parent told us: "I feel I can approach any of the staff about anything at any time and they will listen with no judgement and offer support if needed". The service gathered information about the children's personal care. They added to this naturally as they spoke regularly with parents and carers at drop off and collection times.

Children benefitted from experiences that involved their families in nursery life. These included recent stay and play sessions for parents and focus child meetings, which included reviews of personal plans. There were photographs displayed of parents explaining their occupations and sharing talents such as guitar playing with the children.

Children's experiences and support benefitted from staff who worked in partnership with other professional colleagues and other local authority Early Learning and Childcare (ELC) services. There were regular opportunities for staff to reflect and share best practice with their Associated Schools Group colleagues at termly meetings. We observed an early years teacher on a visit to work alongside staff to identify and model strategies to support children's individual needs.

Self-evaluation tended to focus on what was working well. This meant that quality assurance was not thorough as it did not examine possible challenges to changes and improvements. We discussed the value of recording and analysing possible barriers to see if these could be minimised or removed. This process could potentially lead to further positive and beneficial outcomes being fulfilled through children's experiences and care.

The service had begun to look at the: 'Realising the Ambition' best practice document in more detail as part of their reflective practice. Incorporating effective use of this and similar documents, such as: 'A quality framework for daycare of children, childminding and school-aged childcare', into self-evaluation would support the overall quality assurance process.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore, we evaluated this key question as very good.

Children's wellbeing, safety and development were supported by staff who were responsive to their needs. Staff were deployed effectively to support key transition points in the children's day, such as lunch time. We observed how staffing had been planned to take into account the needs of the children. The senior practitioner advised that the timings of staff breaks had been evaluated to ensure continuity of care and support for children with additional needs. The service were waiting for confirmation of further funding to provide increased staffing hours to support children's needs and care.

Children experienced a positive, nurturing ethos where staff modelled warm, respectful and calm interactions. Children's care and wellbeing benefitted from staff working flexibly together, supporting each other, which contributed to a positive staff ethos. Staff communicated effectively and were aware when colleagues needed support or assistance. Children's safety and wellbeing was supported by staff who monitored children's movements between different areas within the nursery. When staff observed a larger group of children move indoors from outdoors, a member of staff moved indoors too to support a colleague with this larger group.

Staff acknowledged their appreciation for their colleagues. They told us they enjoyed being part of a close, supportive team: "Really happy working here; we're a strong group and get on well" and: "we talk things through; we're all a team...we get through tough times together".

Children benefitted from staff who knew and understood their needs. Staff demonstrated that they knew how to both support individuals and how to encourage independence as the children participated in various activities and tasks. Staff were aware of supporting children who preferred the toilet door left ajar, whilst being mindful that the children's privacy and dignity were respected. We observed children readily approach staff for help, to play or to ask for further resources. This showed that children felt valued and that staff had fostered their confidence.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.