

Rosehearty School Nursery Day Care of Children

Rosehearty School
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Rosehearty
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Telephone: 01346 571230

Type of inspection: Unannounced
Inspection completed on: 5 September 2016

Service provided by:
Aberdeenshire Council

Service provider number:
SP2003000029

Care service number:
CS2003015728

About the service

Rosehearty School Nursery has been registered since 2002. It is located within the Rosehearty school campus in the coastal village of Rosehearty, Fraserburgh, Aberdeenshire. The nursery has a spacious cloakroom area, one large playroom, kitchen and toilet facilities. There is a fully enclosed outdoor play area accessed from the playroom. It is registered to provide a care service to a maximum of 25 children aged from 3 years to those not yet attending primary school.

The vision and aims of the service include being committed to "work with parents and the wider school community to create a happy and safe environment where all pupils have the opportunity to achieve their full potential and develop skills and knowledge for life".

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 parent(s) 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.

What people told us

For this inspection we received views from eight parents and carers. Responses indicated that parents were happy with the service, commenting positively about the care and support their child was given. A concern was raised about confidentiality when sharing information at the end of the session. This issue has been addressed in the body of the report. Comments included:

- "The staff are very supportive and helpful. They send home a diary and I like I can add things to it".
- "I am very happy with the nursery. We get lots of information through newsletters and I like the diaries".
- "My child is very happy and always wants to go to nursery to play".

There were approximately 17 children present during both sessions at the time of inspection. We observed the children enjoying their play and participating in the activities on offer. The children encouraged us to join in with some activities during their physical education session and showed us how to run and stop quickly in the game. "I am going to be super speedy". We saw children enjoying playing with the electronic vehicles and taking turns with the helicopter. The children told us the helicopter was flying away from dinosaurs on the ground. "I like this aeroplane. It's got string to pick things up and get away from the dinosaurs".

Self assessment

The Care Inspectorate received a fully completed self-assessment document from the provider and gave examples of staff working well together to support the children. The self-assessment clearly identified some key areas that the provider believed can be improved including opportunities for further outdoor play, and showed us how the service intended to do this. The provider told us how the people who used the care service had taken part in the self-assessment process and how their feedback directed the development of their plans for improving the service.

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	5 - Very Good

What the service does well

Rosehearty School nursery provided a good level of care and support to the children. The nursery had recently extended their provision to offer both morning and afternoon sessions and parents spoke about the positive impact with the addition of experienced staff members.

Staff worked well together and were aware of their role and responsibilities. Staff supported children with specific needs, helping to ensure they felt included, safe and secure. For example, suitable alternatives were bought for children with food allergies; this was supported with a care plan and an appropriate medication policy. Staff had completed annual child protection training and through discussion was able to tell us the correct procedures to follow if concerned about the welfare of a child. Chronologies were used to record any child protection concerns and action had been taken when required.

The children were provided with a variety of learning opportunities to support their emotional and physical development. Regular visits to the local beach provided opportunities for creative play and helped develop knowledge and understanding of the world around them.

Management and leadership of the service was operating at a very good level. The manager and staff involved parents and children in making improvements to the service. Parents told us they received newsletters and questionnaires and were given a daily diary to ensure a continuity of care. Children's ideas were used to influence activities helping to make learning fun and support children to progress.

To support improvement to the service, the manager and staff used Child at the Centre to evaluate and identify areas for further development. As a result the improvement plan was realistic and based on need. The manager was introducing the document How Good is Our Early Learning and Childcare to support future self-evaluation.

The manager regularly monitored playroom experiences and used her observations to support improvement and identify staff training needs. For example, some staff members had completed speech and language training to support children. Staff modelled good speech and visual aids were used to support children with communication difficulties.

What the service could do better

To engage children and support progression, planning was responsive to the needs of the child and based on observations and next steps. However, this was a new planning format and was not fully embedded in practice. Observations of children's learning were being recorded however, we found these were inconsistent and did not always show next steps to fully support progression **(see Recommendation 1)**. Children's profiles showing their individual progression were changing from paper to an electronic format. However, all staff were not yet fully trained and confident to use the system **(see Recommendation 2)**.

Some concerns were raised by parents about confidentiality when staff shared information at the end of the session. We noted some issues were discussed with parents/carers at pick up time when other parents were present. However, the parent did not seem concerned and initiated the conversation. Staff told us a parent room was available which would be used at appropriate times to support confidentiality if necessary.

Activities and resources in the playroom were bright, colourful and supported creativity, and problem solving. However, to fully engage all children, more opportunities should be provided for open-ended creative play and to explore natural resources. Possible ideas to promote sand and water play can be found at: <http://www.tomsensori.blogspot.co.uk/> **(see Recommendation 3)**.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1. To support children to progress and achieve, the new planning formats should be fully embedded in practice. Their success should be evaluated and improvements made if required.

National Care Standards Early Education and Childcare Up to the Age of 16. Standard 13: Improving the Service

2. To show and record children's learning and development the new electronic children's profiles should be:

- a) Developed by trained staff competent in using the system
- b) Evaluated
- c) Shared with parents

National Care Standards Early Education and Childcare Up to the Age of 16. Standard 13: Improving the Service and Standard 14: Well-Managed Service

3. To fully engage children and extend their thinking and learning, resources should include more natural materials with opportunities for open-ended play.

National Care Standards Early Education and Childcare Up to the Age of 16. Standard 5: Quality of Experience

Complaints

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

Inspection and grading history

Date	Type	Gradings	
29 Oct 2013	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
29 Oct 2010	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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