St. Andrew's Primary School Fraserburgh
Day Care of Children

113 Charlotte Street
Fraserburgh
AB43 9LS

Telephone: 01346 518247

Type of inspection:
Unannounced

Completed on:
5 June 2019

Service provided by:
Aberdeenshire Council

Service provider number:
SP2003000029

Service no:
CS2003015733

About the service

St Andrew's Primary School Nursery is provided by Aberdeenshire Council. This service has been registered since 2002 and provides a day care of children service to a maximum of 60 children per session; aged from 2 years to not yet attending primary school of whom a maximum of 15 may be aged 2 years.

St Andrew's primary School is located in the coastal town of Fraserburgh, Aberdeenshire. The accommodation consists of two nursery classrooms in the main school building of St Andrew's and the nursery classroom in the annexe in the playground. This building has a linked outdoor play area.

The vision values and aims for the service were comprehensive and firmly linked to the UN Conventions on the Rights of the Child. Summarised they included to:

- Offer a safe, happy place where everyone is known, valued and differing needs acknowledged and accepted.
- Encourage independence, responsibility and respect.
- Provide a stimulating and challenging environment.
- Promote health and wellbeing
- Develop a culture of ambition and achievement.
- Work with parents as partners to improve learning and care.
- Foster high quality leadership at all levels.
- Equip children with the skills for learning, life and work.

We carried out an unannounced inspection of St Andrew's Primary School nursery on the 4 and 5 June 2019. During the inspection we observed and talked to the children as they played. We spoke with parents and carers, observed staff practice and checked documentation relevant to the inspection themes of the Quality of Care and Support and Quality of the Environment.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

What people told us

There were around 47 children present at the time of the inspection aged from two years to not yet attending primary school. We observed the children and saw that they were happy, engaged and motivated in their play. We talked with children about their experiences and they told us:
'The best thing is playing with my friends. ..... is my best friend.'
'My friend is .....'

'I have made a house, this is the door and my bed is in here.'
'See this black bit its a magnet in the fishes mouth and it zaps on to here.'
'Paper is recycled to make more paper and bottles make more bottles.'
'I like oranges. The orange is good for you, the cup cake is unhealthy; it tastes like sand.'
'My favourite lunch is tuna with corn on the cob.'

Twenty five out of a sample of 40 parents returned completed care standard questionnaires to us before the inspection. Written comments reflected:

'Since starting nursery my child has come out of her shell and has been able to discover new things she enjoys. My child has made new friends and has a great relationship with the staff. My child loves to go to nursery and can never wait to get in. Also staff are very friendly and make it easy for you to talk to them.'

'The staff are always very pleasant and attentive to my child. They always help to settle any upset children at drop off and all children are happy at pick up. Most information is on the boards and if not they are always happy to explain things. Compared to a previous nursery my child has been to, this one is very well organised but in a laid back manner. My child always comes home with a positive experience.'

'My child has come on a lot since starting nursery and has a lot more confidence and independence that was lacking beforehand. The staff have been very good with my child and always keep me informed of how my child is getting on. They are very nice and make you feel comfortable to talk to'

'I only have praise for all the staff I have met in both the St Andrews Nurseries. They were all amazing last year when my child needed extra support to get settled and because they did it so well my child settled quickly and has really enjoyed it. This seems to have helped this year too.'

'My child has been attending this nursery for a short time and I am happy with the service to date.'

'This session has a smaller class number, which I feel has improved the quality - less noisy, more organised and tidier, seems cleaner.'

'My child enjoys St Andrews Nursery and gets on very well with other children and staff.'

'My child enjoys nursery and always looks forward to going. The staff are really friendly and helpful and always keep you up-to-date with what he has been doing.'

We also spoke with parents as they dropped off and collected their children. All were very happy and talked about how their children enjoyed coming to nursery. Parents felt their children had gained confidence, made friends and progress, particularly with their speech and language as a result of being at nursery. They valued the outdoor play opportunities and being able to have lunch because this was a good transition experience before moving to school. Parents said the staff team were approachable and they could talk to them about anything.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance processes. These demonstrated their priorities for development 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	4 - Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Effective working relationships and information sharing was established with parents and other agencies to support children's care. Clear individual plans were in place for children who needed additional support with their learning, one to one support was provided where needed and managed well overall. Children aged two were benefitting from an early start in nursery. Getting it Right for Every child was well understood by staff and children's health and wellbeing promoted. As a result, children were nurtured, confident and happy.

Children and families were treated with dignity and respect. They were involved in putting forward their views and suggestions' including for staff interviews. Parents participated in outings and activities. Staff were beginning to develop ideas for parents to support children to learn at home. Positively parents were encouraged to take part in community wellbeing initiatives by staff organising a 'Walk and Talk.'

The nursery classrooms had been refurbished, repurposed and equipped with new furniture. They were now light, welcoming and child friendly. Staff assessed and managed risk well to ensure that children were safe and secure in the nursery. Children were learning good hygiene and personal care routines. One parent responding to our questionnaires commented on disliking the open toilet door next to the children's bags & coats. Staff were conscious of this and tried to keep the door closed; however space was limited and children's independence was encouraged. Staff were also very conscious of protecting the privacy and dignity of the children.

Children had access to well laid out play areas that invited their interest. They co-operated well in imaginative superhero play. Children worked independently on puzzles and demonstrated their understanding of recycling while playing on the computer. They explored and understood the properties of magnets when 'fishing' in the water tray.

Children enjoyed daily opportunities to play outdoors; they ran and chased each other energetically in the fresh air. They engaged in a variety of learning activities; playing imaginatively in the mud kitchen, exploring the properties of water coming down a waterfall, constructed complex structures with large wooden blocks and made pathways to balance on. They watered their flowers, potatoes and carrots they were growing.

What the service could do better

Children did not have a positive lunchtime experience. They had no choice about the food for lunch or what was put on their plate. They did not have suitable cutlery or help to learn how to use cutlery. Almost all children did

not eat well, and staff confirmed that this was usual. The number of children, layout of tables in the dining room and organisation meant that staff were unable to offer children the support they needed to sit calmly and behave well. At times the atmosphere was chaotic and noisy causing a few children distress. The arrangements for the cleaning of dishes and utensils following lunch meant that staff time was taken away form the children. As a result, for the period between lunch and going home children did not have meaningful experiences. **(See recommendation 1)**

As a focus of the improvement plan staff were currently working to improve assessment and profiling and make better links to planning. Planning could be simplified and more responsive. We observed that large group stories and singing did not meet all the children's development needs and engage their interest and attention. Smaller groups tailored to levels of development would better meet children's needs. Resources were presented to offer independent access and choice, however, this could be better promoted and encouraged by staff. Staff engagement and interaction with the children could have been more consistent in extending learning.

Also, as an aspect of the improvement plan staff had begun to use 'How Good is Our Early Learning and Childcare' to look at what they did to contribute to each quality indicator. They now need to look more deeply and evaluate the impact their work has on children's experiences, progress and outcomes. This will contribute to the continued improvement of the service.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. In order to ensure that children have a positive lunch time experience and eat well the provider, manager and staff should review the lunch routines, menus, physical environment, staff deployment and develop a coherent, improved approach.

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 meets my needs and is right for me.' (HSCS 1.19) 'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible.' (HSCS 1.35) 'People have time to support and care for me and to speak with me.' (HSCS 3.16)

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

Requirement 1

In order to protect children from the risk and spread of infection the provider must ensure that staff support children to learn and follow the correct hand-washing guidance.

This is in order to comply with:
The Social Work Improvement Scotland(REquirements for Care Services) Regulations 2011 (SSI 2011/210 - Regulations 4 (1)(d)

This requirement was made on 25 July 2019.

Action taken on previous requirement
The provider submitted an appropriate action plan and sourced training and support for the children and staff to improve practice. Improved routines are now in place and well supported by staff. As a result children were washing their hands well which will contribute to their health and wellbeing.

Met - within timescales

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

Previous recommendations

Recommendation 1

Staff should ensure that children's care plans contain detailed information about children's health and medical conditions.

National care standards for early education and Childcare up to the age of 16 - Standard 3 Health and wellbeing.

This recommendation was made on 25 July 2019.

Action taken on previous recommendation
Children care and medication needs were now better planned for and supported.

The recommendation was met.

Recommendation 2

Staff should develop more opportunities to explore literacy and numeracy in play and extend their knowledge and skills.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.' (HSCS 1.30)

This recommendation was made on 10 November 2016.

Action taken on previous recommendation

The service was making good progress with the recommendation improvements in the environment and resources had improved opportunities, this was a work in progress and is carried forward in this report.

Recommendation 3

Children's plans should document where children are in their learning with reference to the curriculum for excellence and be meaningful as to identify next steps for the children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'My personal plan (Sometimes referred to as a care 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) '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 10 November 2016.

Action taken on previous recommendation

The service had made good progress with this. Staff had attended observation training and beginning to make better observations and identify more meaningful next steps. This was a work in progress. and is carried forward in this report.

Inspection and grading history

Date	Type	Gradings	
10 Nov 2016	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed Not assessed 4 - Good
27 Nov 2014	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

Date	Type	Gradings	
10 Jun 2013	Re-grade	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed 1 - Unsatisfactory
24 Jun 2010	Announced (short notice)	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good Not assessed Not assessed
28 May 2009	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 3 - Adequate 4 - Good 4 - Good

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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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