Fyvie School Nursery
Day Care of Children

Fyvie Primary School
Main Street
Fyvie
Turriff
AB53 8RD

Telephone: 01651 891 247

Type of inspection:
Announced

Completed on:
25 November 2021

Service provided by:
Aberdeenshire Council

Service provider number:
SP2003000029

Service no:
CS2003015738

About the service

The service is a day care of children service and is registered to provide a service for up to 32 children from two years to those not yet attending primary school. Of those 32 children no more than five are aged two years to three years. The provider is Aberdeenshire Council.

The service is provided in a residential area within the village of Fyvie. It is close to local amenities, including shops and parks.

The service had recently reviewed and updated their statement of aims which include:

- to provide a safe, happy, nurturing, stimulating and secure environment for our children
- respect for each other
- to work in partnership with other agencies, our communities and families to promote the care and wellbeing of our children
- to identify individuals' strengths and to encourage these in every child
- to develop a culture where achievements are celebrated
- to promote inclusion and equality
- the development of resilience and determination
- to engage our children in the highest quality learning, teaching and play experiences to maximise success and potential for all.

We carried out site visits to the service on 10 November 2021 and 11 November 2021 and completed the inspection using telephone calls, virtual meetings, and the submission of documents. Feedback was given on 25 November 2021 to the manager of the service. This inspection was carried out by inspectors from the Care Inspectorate.

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.

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'

What people told us

We spoke with children during our visit and observed their play both indoors and outdoors. Children were observed to be comfortable in the setting and happy to approach us, and speak to us about their time in nursery.

We were provided with comments from six parents. Overall, they were supportive of the nursery and told us their children enjoyed attending. Their comments included:

"Personal plan was completed when started and updated after summer holidays. Communication is great, chats at drop off and pick up. Learning journals let us see what they have been doing and learning. Photos too, particularly like this as it's a prompt for child to talk about what they have been doing. There is also a board at the end of the day to say what was for snack and what activities they have been doing. All the staff are very approachable. They are good at outdoor learning. My child enjoys reading time with the older children and was very excited to be growing vegetables chopping them up and making soup".

"Staff are very approachable. All staff know my child not just their key worker. Communication is good at drop off and pick up. All staff able to share what they have been up to in nursery at pick up. They also communicate through an Interactive Learning Diary (ILD) share videos of things they have done. There's also a board with activities that they have done".

"Personal plans have been completed and updated. They use ILDs to give information and photos about what they have done, like going for a walk. They also use an information tool. The key worker knows child best, and get phone calls from the key worker. They are good at the imaginative play they offer. They make good use of the outdoors including the woods and the castle".

"We went for a look around; met the staff and (child's name) was able to have a little play. Had settling-in days and my child has settled very well and is getting on great. A personal plan was done before starting and was updated after summer holidays. They communicate well through ILDs. Staff are very good at sharing information at pick up. Staff are very approachable, they are fantastic".

"(Child's name) had a visit before starting. Sometimes get information at pick up and drop off time. Child has a key worker and have had a phone call from her to talk about how child is settling-in. All staff are approachable, could speak to any of them. My child is always excited to go to nursery".

"(Child's name) had an induction, then some hour visits before starting full sessions. Has settled well. A personal plan was filled out before child started. Communication is great with all staff at the door. Information is also shared on ILD's about what they've been doing with photos and observations. They are a good team have bonded with child and this is nice to know. No improvements needed, just want to sing their praises"!

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	5 - Very Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

We observed that a warm, welcoming and nurturing ethos had been created in the nursery. The children were happy and settled and had fun as they freely followed their interests indoors and outside, experiencing quality learning experiences. We heard laughter from children as they engaged in their play and learning, and from staff as they joined in and supported the children.

Staff spoke knowledgably to us about all the children, describing their individual characteristics and any sensitivities they may have. We saw them responding 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.

Positive relationships with parents meant that information was shared between home and the service. We saw that children's needs were known and understood because staff communicated with parents and kept their personal plans up-to-date in partnership with parents. 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.

The manager and staff had worked with families and other professionals, where it was considered that additional support may be needed. This practice supported the Getting It Right For Every Child (GIRFEC) approach and early intervention to help children have the best start in life.

The children's independence was encouraged throughout the inspection and their choices respected. Staff supported the children well to follow their interests and curiosities, for example: two children were engaged in den building, with a staff member encouraging problem solving and independence. Other children were being supported to extend their interest in role play by making bandages for their small world people in hospital. This demonstrated that children were empowered to lead their own play and learning through child-led planning approaches, which were recorded in 'Floor Books' and the children's learning journals. Photographs and observations of children's learning and development were recorded within the journals and shared with parents to keep them included and informed.

Children were offered a healthy snack and a hot lunch which was cooked on the premises by the school catering staff. Lunch time itself provided children with an opportunity to have an unhurried, relaxed time with their peers, chat with staff and reflect on their busy morning outdoors. Staff were good at supporting children with eating and making sure that all children had enough to eat and drink. Some staff provided good role modelling by eating with children.

We saw the youngest children's safety and wellbeing was being supported through sensitive arrangements for sleep routines. Staff understood the importance of sleep for children's overall development. Routines were reflective of individual children's needs and family wishes promoting good habits around sleep.

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. The head teacher had overall responsibility for child protection and safeguarding. This helped to reduce the risk of harm to children through effective monitoring of practice and ensuring action would be taken at the earliest opportunity.

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 as needed. Enhanced cleaning procedures were also carried out throughout the session to minimise the risk of infection spread.

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 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 outdoor area provided ample space for all children. We saw children aged two to five years engaged and participating in a variety of play experiences. All children had free flow access to the outdoors meaning they were able to decide where they played. 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.

Staff were aware of the benefits of multi-sensory outdoor play and learning had on children's resilience, health and wellbeing. We saw children enjoying uninterrupted time to become absorbed in their play and have fun. We saw skilled staff who actively supported and encouraged the children to extend their interests at appropriate times. Children are encouraged to take positive risks which supported them keep safe and to develop skills for life.

As well as significant access to outdoor play the nursery used the local spaces and community facilities. The school was situated in a rural setting and staff used these spaces to offer children wider expanses to run, explore and experience nature at closer hand. Children had grown a range of vegetable, flowers and some fruits. Parents told us their children liked growing things they could prepare and eat. The experience of growing and looking after plants helped to forge an important connection with the natural world.

The transition experience for children from home to the setting and onto primary one resulted in children being settled and secure. Relationships with other staff and children within the school was developed by having the opportunity to have lunch in the dining hall and enjoy reading sessions with primary age children. This allowed children to become familiar with the wider school community and supported them to develop trust and confidence in the setting as a whole.

The team shared with us their passion for family and community engagement. They told us about their food share partnership with a local supermarket. This involved them in being provided with unsold, good food which families could access from the nursery community box. This had been particularly valuable to families who needed it most and helped prevent food waste.

The food share project had been developed further with a wider range of items donated by the wider community which was also available in the nursery community box. Children were supported to choose items for their family and often got involved preparing and cooking food and learning about the importance of not wasting food. Staff and parents shared photos of their creations with the service which was then shared with the supermarket. This let the original source see that their donations had been well received and put to good use.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

The staff team were passionate, motivated, and enthusiastic about their roles and responsibilities and enjoyed caring for and supporting the children. 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, develop and implement best practice guidance. This created a professional, motivated workforce that were passionate about improving outcomes for children.

Staff were recruited following the local authority procedures and were registered with the Scottish Social Services Council (SSSC) and the General Teaching Council for Scotland (GTCS) as required.

We noted that staff felt safe and well supported during Covid-19. They had information shared with them regularly, including Scottish Government guidance updates and supported each other with guidance and reminders of mitigations if needed. Wellbeing meetings continued to take place each term to support the emotional wellbeing of staff.

Children who required further individualised support, were supported by staff who undertook training which helped them to get a better understanding how some children learn. This helped to maximise support for all children to create an inclusive service. We found that learning from training was implemented into practice. This had improved outcomes for children.

Training captured the interests of individual staff members and their professional development, which included staff undertaking qualifications relevant to their role. This contributed to an effective and professional staff team who were able to deliver high quality experiences and outcomes for children.

The whole staff team meetings created opportunities for staff to come together and share and develop their practice. This contributed to a very good team ethos and allowed for the whole team to be involved in the improvement journey of the service. This resulted in a staff team who worked well together to ensure outcomes for children were of a high quality.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

The vision, values and aims of the setting were clear and accurately reflected the work of the service. These had recently been reviewed and updated in consultation with staff and families. This helped everyone know what was important for the setting to meet the needs of children and families.

The management team had a clear focus on improving outcomes for children and their families. Communication with parents and the use of the social media pages had been effective in increasing the engagement with parents. Listening to parents' views had resulted in some positive changes, for example: sharing activities within the ILD and improved methods of giving feedback to parents at the end of the day. This demonstrated that staff had a clear understanding of the importance of taking account of families' views to inform planning and development of the service.

We noted that children had a voice and had been supported and encouraged to lead their play and learning. We saw that conversations and observations with children were used to implement support and plan effectively for their play and learning needs.

Effective leadership was contributing to the positive ethos within the setting. This was because staff felt well supported in their role and were given specific responsibilities, building leadership at all levels. This promoted honest, open and respectful relationships and a happy environment for children.

Management ensured that roles were well defined and staff were appropriately deployed well. This contributed to good team working and the right mix of experience and depth of knowledge. Staff reflected well together and used these reflections to bring about positive change to outcomes for children and families.

Quality assurance, self-evaluation, and audit tools were in place and led to continuous improvement. These processes were used well to enable the service to deliver high quality care and support that was tailored towards children's/families' particular needs and choice. Staff were aware of the improvement plans priorities and their role and responsibility in achieving them. This all helped to bring about positive change to children's experiences and outcomes for them and their families. As a result, changes were being made to improve areas within the nursery such as the ongoing development of personal plans, planning and improved outdoor play experiences.

The improvement plan was very much a working document which was routinely reviewed to ensure that all identified priorities were realistic and progress was being made.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very 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

There are no outstanding recommendations.

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	
21 Nov 2018	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good Not assessed 3 - Adequate
22 Nov 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 5 - Very good
16 Jan 2015	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 4 - Good 4 - Good
19 Jan 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 4 - Good 5 - Very good

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