Touch Primary School Nursery
Day Care of Children

Garvock Bank
Dunfermline
KY11 4JZ

Telephone: 01383 602 438

Type of inspection:
Unannounced

Completed on:
4 October 2022

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015897

About the service

Touch Primary School Nursery is in a designated area of Touch Primary School, Dunfermline, Fife. It has recently been refurbished and benefitted from another playroom. It is registered to provide a care service to a maximum of 75 children from 3 years to an age to attend school. The nursery is close to schools, parks, green spaces, local amenities and can be accessed by transport links.

About the inspection

This was an unannounced inspection which took place on 3 October 2022 and continued on 4 October 2022. 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 children using the service and nine families
- spoke with staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children experienced nurturing and caring relationships.
- Staff knew children's needs and preferences and responded to these.
- Children benefitted from well organised and inviting play spaces.
- Staff worked well as a team.
- Staff felt supported by management.
- Children received interventions that was right for them.
- Children experienced high quality learning and fun experiences.
- Staff were committed to improving outcomes for children.

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?	5 - Very Good
How good is our setting?	5 - Very 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? 5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 1.1- Nurturing care and support

Children were happy, settled and having fun with their friends. They experienced warm, nurturing care which supported their wellbeing. Staff were kind and engaged with children respectfully, taking time to listen and respond to them at their level. One parent told us "The staff are all lovely". As a result, children felt secure and valued.

Children had opportunities to reflect on their play and learning through revisiting the photos, artwork, and observations on the learning wall and in their online journals. Parents told us they had opportunities to discuss their child's individual needs regularly and received updates on their child's learning through the online platform. As a result, parents were kept updated and children's achievements were recognised.

Individualised support was experienced by children as staff worked in partnerships with parents and other services. This enabled planning for their care and learning. Staff used strategies advised by specialist services to encourage communication and support transitions throughout the day. Strategies were reviewed regularly in line with the wellbeing indicators. This meant that everyone who worked with children were included in supporting positive outcomes. One parent told us they valued the opportunity to meet regularly with the service and other agencies to agree next steps in their child's learning. As a result, children experienced consistent care that was right for them.

Children experienced a calm, relaxed atmosphere as they enjoyed eating with friends and staff. Staff used best practice guidance, 'Setting the Table' to create a mealtime policy that promoted children to have ownership of their mealtime experience. As a result, children had opportunities to develop life skills and independence. This included setting the table, pouring their drinks, preparing, and self-selecting food choices. These opportunities were embedded in everyday routines as children were confident in carrying out these tasks.

Quality indicator 1.3- Play and learning

Children were meaningfully involved in leading their play and could choose to take part in both planned and spontaneous play experiences. Careful consideration had been given to providing a well-balanced range of activities that supported children to develop their interests. They told us they liked to play outside, in the sandpit, home corner and have snack. Children's interests were further supported by staff's use of skilled questioning to help extend learning. One parent said, "Staff are always keen to find out about what children want to learn and support their interests". As a result, children felt valued.

The pace of the day was sensitively structured with a clear focus on minimising disruptions to children's right to play. Daily routine such as mealtimes, toothbrushing and story time were provided in a way that allowed children to choose when to end their play and join planned activities. Visual prompts were available throughout the setting to support children to make informed choices about their play. For example, we observed staff extending a child's interest in making bubbles by introducing resources. Staff encouraged children to participate, providing opportunities to experiment and predict what would happen when they mixed water with liquid. This encouraged children to work together, promoting them to feel included and experience a sense of achievement.

We observed children to be happy and have fun. High-quality resources offered children rich and meaningful play and learning activities across all playrooms. These included experimenting, exploring, being creative, and problem solving. As a result, children were highly engaged in their play throughout the session. One parent told us "The toys and activities are fantastic".

Staff supported children's interests through skilled interactions. They recognised and praised children's achievements and recorded these on learning walls and floor books. Learning walls were of a high standard and ensured children's voice was evident. Children experienced a breadth of learning across the curriculum. This meant that children could re-visit learning and share their experience with friends and family.

The service was reviewing their approaches to planning to enhance children's experiences. At the time of our visit staff were confident in responding to interests and preferences to extend learning. This supported children's interests and engaged them for periods of time. We found that the service did this well. We discussed ways to include planning and tracking children's next steps in learning.

How good is our setting? 5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 2.2 -Children experience high quality facilities

Children experienced a setting that was welcoming, clean, and inviting. The playrooms benefitted from natural light and ventilation. Furniture and resources were of a high standard and organised to support free flow play indoors and outdoors. This promoted a strong sense that children matter.

Opportunities for children to engage in risky play and challenge were provided throughout the nursery. Staff took risk benefit approaches and supported children with assessing risks to ensure their safety. The service had risk assessments in place that were reviewed with staff regularly to ensure any risks were minimised for children, families, and staff. Children had access to a refurbished outdoor play space that was accessed by all playrooms. This provided opportunities for all children to play together, promoted physical development and energetic play opportunities that supported their health and wellbeing.

Children led their play and were able to choose from a range of toys and resources that stimulated their imagination and curiosity. Children's current interests were considered when arranging different play spaces with each space well-resourced to support children's play and learning. Children were able to talk about their learning. For example, "We have been learning about the moon, the moon is out at night".

Staff had created a very positive learning environment with purposeful areas and quiet, nurturing spaces. For example, there were cosy corners indoors and outdoors with soft furnishings where children could relax. One child lay in the cosy area outdoors with a blanket over them looking up at the sky. This promoted a sense of relaxation and wonder of the world.

A wide variety of learning and fun in different weather conditions was experienced by children. Staff valued the importance of outdoor play in all weathers and were able to tell us that some children prefer to play outdoors as this supports their emotional wellbeing. They provided all weather suits and wellies. As a result, children's health and wellbeing was supported.

Children experienced an environment that was safe and healthy. There were appropriate infection control measures in place to support children's wellbeing. For example, children washed their hands at key times throughout the day.

How good is our leadership? 4 - Good

We evaluated this key question as good where important strengths, which, taken together outweigh areas for improvement.

Quality indicator 3.1 -Quality assurance and improvements are well led

Children benefitted from a child-centred approach to play and learning that created an ethos where their right to play and have fun in different environments was promoted. The service improvement plan included the development of the large garden space. Staff had used 'Loose parts Tool kit' and 'My world outdoors' documents to support the garden development following the refurbishment. As a result, children experienced inviting play spaces that promoted their overall development.

Staff told us they felt valued and supported by the leadership team as they dedicated time every week to be in the nursery. This reflected in their relationships with children, families, and each other. One parent told us "Staff in the nursery are exceptional".

A distributed leadership model supported individual staff members to share their skills and knowledge to develop key areas of provision. Staff were reflective and keen to continue to improve both individual and organisational practice. They reviewed and updated policies in line with best practice guidance and implemented these within the setting. As a result, children benefitted from a knowledgeable and committed staff team.

Self-evaluation was evident in maintaining and improving the quality of care, play and learning through the use of 'How good is our early learning and childcare' and 'A quality framework for daycare of children, childminding, and school aged daycare'. The service told us that further monitoring of key areas of the provision and practice was planned to ensure that children's care was at a consistently high standard. We discussed how additional auditing of quality assurance systems would support the setting and should include but not limited to the monitoring of medication paperwork (see area for improvement 1).

Regular communication with families took place through a variety of methods. For example, email, online platforms, questionnaires, and face to face discussions. Parents told us staff were always available to discuss any issues or update them on how their child has spent their day. This contributed to the positive relationship's families had built with staff. As a result, children experienced continuity of care.

During the visit we asked parents what they would like to see improved in the service. Most parents told us would like to see children having the opportunity to experience outings in the local woods and wider community. We discussed this with the service. They told us they had plans to use the local green spaces and wider community to promote outdoor learning.

We asked children what they would change in the service if they had a magic wand. One child said they would like the water tray to be beside the sand tray. We discussed with the service how children should also be consulted regularly on their views to support ongoing improvements.

Areas for improvement

1. As part of the service quality assurance systems they should audit their recording of information about children's health and wellbeing as paperwork was not being used as planned. This includes but not limited to the reviewing of medication forms.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I experience high quality care and support because people have the necessary information and resources" (HSCS 4.27).

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.

Quality indicator 4.3 -Staff deployment

Staffing levels were within ratio throughout the day to support children's wellbeing and staff engaged with children at their level. A mixture of skills, knowledge and experience in the staff team contributed to positive interactions and play experiences for children. Staff were committed to their role with an enthusiasm for supporting children to reach their full potential. They were able to talk confidently about supporting children to achieve their next steps in learning. Parents commented positively on the relationship they and their child had with staff and how this supported care and learning.

Staff recognised that continuity of care was important for children to help them feel safe and secure. Staff communicated well across all playrooms. If a task took them away to support individual children, this was managed to ensure consistency as staff deployed themselves to ensure children were supervised. For example, a staff member had observed a child wanted to leave the playroom. This was supported in a timely manner that was discreet and met the child's emotional wellbeing needs.

New staff were supported through a continuous induction programme that included key features of the national induction resource and information about the service. They told us this supported them in their role and ensured key information was shared such as children's medical needs, policies and procedures and other important parts of the nursery routine. This meant that children experienced consistency in their care.

Regular team meetings provided opportunities for staff to come together and discuss information about the service. For example, information on individual children, best practice documents and planning for a breadth of experiences. This created opportunities for staff to reflect on practice and ensured there was a consistent approach to meeting children's needs.

Children benefitted from a service that valued their rights to play and have fun through quality interactions, positive relationships, and high quality provision. As a result, children, and parents were happy at Touch Primary School Nursery.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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