Foulford Primary School Nursery
Day Care of Children

Leuchatsbeath Drive
Cowdenbeath
KY4 9SN

Telephone: 01383 602 413

Type of inspection:
Unannounced

Completed on:
19 September 2023

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015940

About the service

Foulford Primary School Nursery is registered to provide care to a maximum of 72 children aged between three and up to an age not yet attending primary school. The service is located in a residential area of the town of Cowdenbeath, close to the local high school and other community amenities. There are shops, large green spaces and parks close by. There are also good transport links and the town centre is within walking distance.

Children are cared for across three playroom spaces which are connected by a designated outdoor play space. One of the playrooms is connected to the primary school. The other two playrooms are in a modular unit on the school grounds. There is direct access to toilets and nappy changing rooms.

About the inspection

This was an unannounced inspection which took place on 19 September 2023 between 08:15 and 17:00. 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:

- spent time with 52 children and received feedback from 9 of their family members
- spoke with 10 staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children were happy and confident as they learned skills for life with the skilled support and guidance of staff.
- Almost all families were confident that their children were having fun, achieving personal goals and experiencing nurturing care and support from staff.
- Children's individual needs, rights and choices were at the heart of any decisions that were made by staff about their care, play and learning.
- The outdoor space was well-established and had been developed alongside children and families, helping them feel valued, respected and included.
- Staff had a very good understanding of best practice and used this to offer safe, fun, challenging and inclusive experiences for children.
- Children experienced high quality care, play and learning because staff worked well as a team and were committed to their own professional development.
- There were opportunities for staff to think creatively and innovatively about their approaches to children's care, play and learning and to share this more widely.

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?	5 - Very 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 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 1.1: Nurturing care and support

Children were happy, confident and independent. All staff treated children with warmth, kindness and compassion, creating a calm and supportive atmosphere. Children and staff smiled, laughed and played together comfortably. Parents told us they liked to see children and staff building strong relationships. There was a relaxed, flexible and responsive routine that respected children's needs, rights and choices. For example, when children needed help to change clothes or go to the toilet, trusted staff promoted privacy, dignity and independence. Children were consistently nurtured by staff who responded sensitively, compassionately and predictably to them. We saw very good examples of staff working alongside children to name their emotions, resolve conflict and build positive relationships with others. As a result, children felt safe and secure as they developed important skills for life.

Children's needs, rights and choices were respected and valued. Staff knew each child as an individual, recognising their specific strengths and identifying how to support them to be confident, happy and secure. Children's needs were detailed clearly in personal planning information, including any allergies or medical requirements. Families were included in this process, helping them feel respected. There were very good systems in place for all staff to understand how to offer children the right support at the right time. Staff had also developed ways to celebrate children's achievements and share their learning. This included identifying specific ways to help children achieve personal goals. We encouraged staff to consider how children could be more involved in developing their personal plan so they are challenged to achieve their full potential.

Staff used very good strategies to support children who needed some additional support to get the most out of their experiences. Children benefitted from staff being proactive in identifying and assessing their needs using their very good knowledge of best practice. One parent told us, "They knew my child, listened to her needs and helped her to learn and grow." Staff consistently used approaches that helped children to feel included and respected, seeking support from other professionals when this was in the child's best interests. For example, all children were learning how to use sign language to communicate with staff and each other. This offered them the chance to use different ways to tell people what they needed. We encouraged the team to think creatively and innovatively about how this approach could also impact positively on children's emotional wellbeing, as planned.

Children enjoyed eating and drinking together with staff at snack time. Children were encouraged to be independent, serving themselves, washing their own dishes and helping their friends. Staff used this time to chat with children, building strong and trusting relationships. All children were encouraged to try new foods in a relaxed and supportive way. This was successful because staff dedicated quality time to explaining and discussing this with children. As a result, children were building positive relationships with food. In future, children will benefit from staff continuously reviewing and improving this experience, for example, introducing a more homely feel to the area and involving children frequently in baking and cooking.

Quality indicator 1.3: Play and learning

Children enjoyed a very good range of play and learning experiences that encouraged them to be creative, imaginative and curious about the world. Almost all parents and carers told us that their children enjoyed meaningful, interesting and fun play experiences. Children were confident choosing and creating their own play experiences as well as joining in activities with staff. Traditional games such as hide and seek were a natural part of play and encouraged children to co-operate in groups, building positive relationships with other children and staff. Children loved being outdoors, whatever the weather, and staff encouraged them to take risks that challenged them. We saw almost all children spending time exploring a large puddle, splashing in the water and giggling with friends. These experiences helped children to appreciate the natural world. The strong relationships and trust staff had built with families meant children had opportunities to get messy and try new things. Families were supported to understand how these experiences promoted their child's overall wellbeing and helped them to achieve their potential. Staff were keen to build on their links with the local community and make better use of local resources to further enhance children's play. We agreed this would continue to improve the ways they promote positive outcomes for children.

Staff worked closely as a team to plan play that respected children's needs, rights and choices. They carefully watched and listened as children played to understand their likes, dislikes, interests and creativity. This information was then used to think about how children could be motivated in play that would help them to learn new things and develop skills for life. For example, songs and nursery rhymes were a common part of play alongside opportunities to share books. This helped children to continually build on their learning in language and literacy in a fun way. Staff valued play as an essential part of children's early development and offered responsive experiences that were fun, exciting, inclusive and challenging. Children's play was made even more challenging because staff asked questions that made children solve problems and consider new ideas. As a result, children were happy, confident and making very good progress.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where major strengths promoted positive outcomes for children and there were very few areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Children had ample space for play across the three playrooms and outdoor space. They were able to choose where they played, who they played with and what kind of play they wanted to enjoy. Staff had planned the spaces to offer children a very good range of experiences, including space to relax and space to be active. Children explored the setting confidently and independently both indoors and outdoors. They enjoyed outdoor play in all weathers and the nursery was well equipped with plenty of wetsuits and wellies so that all children were comfortable and warm outdoors. Staff had worked closely with children and families to improve the outdoor space over time. This helped them to feel respected and valued. There were also opportunities for families to spend time in the setting with children. For example, staff used the quieter playroom to offer Bookbug sessions that promoted children's development and helped families feel included. Staff had more ideas about how they would continue improving children's play spaces and we agreed this would further promote positive outcomes.

Children were actively encouraged to take risks in play with appropriate support and guidance from staff. For example, they explored their physical capabilities through climbing, balancing and jumping. Staff spoke with children about how to keep themselves safe and allowed them to solve their own problems with guidance and support. They understood that exploring risk in a safe space was an important part of children's development and spoke confidently about the benefits of this type of play. Staff were also very good at recognising and removing any risks during the day. They removed any potential trip hazards and worked with children to ensure they had the right tools and clothing for their play. Staff were also careful about introducing children to new experiences so this was safe and reduced the potential of children being hurt. For example, staff were using a careful and staged approach to planning trips into the local community so that they fully understood the potential hazards and planned measures to reduce risk appropriately. As a result, we were confident children were safe and developing skills for life.

Children played in a safe and clean setting that met their needs almost all of the time. They enjoyed plenty of natural light in a well-ventilated play space that was warm and welcoming. Most of the furniture was of a high quality and staff took a measured approach to replacing furniture regularly using the budget available. For example, the flooring in one playroom had been renewed recently following feedback from staff and parents. Staff reported any maintenance issues quickly to the provider and the headteacher was working closely with colleagues to get a clear plan for areas that needed refurbishment. One parent told us that they felt the toilets needed to be improved and staff had reported this appropriately. We agreed that some of the toilet spaces, sink units and flooring could be improved to reduce the risk of the spread of infection. We also encouraged the headteacher to continue discussions with the provider about the responsibilities and expectations for their cleaning team. This will ensure children remain safe and healthy in a clean and well-maintained setting.

How good is our leadership? 5 - Very Good

We made an evaluation of very good for this key question. Opportunities were taken to strive for excellence within a culture of continuous improvement which promoted positive outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are led well

Children and families were included in choosing and making changes to improve their experiences. There were regular opportunities for them to share their views and opinions through questionnaires, face-to-face discussions and digital apps. Children were often asked what things they would like to change and improve and their ideas were almost always taken forward. A few parents had also been included in helping staff to make improvements, for example, creating signs for the garden. As a result, we were confident that children and families were meaningfully involved in the life of the service. Staff were building on the number and range of opportunities to spend time with parents and carers through their family engagement programme. This will continue to build on the very good approaches available for families to influence change over time. There were also opportunities for staff to use their inclusive communication strategies more often with children to gather everyone's views. This will promote a more creative way of including children in leading change.

Staff worked well together to build a culture of continuous improvement that promoted positive outcomes for children. All staff and leaders shared a passion to make sure each child was included, respected and valued as a unique individual. This was reflected in the recently updated shared vision, values and aims that had been created with children, families and staff. We also saw these values being respected in almost all interactions between children, staff and families.

Staff and leaders frequently spoke to each other, offering feedback and discussing any challenges and new ideas. Staff took responsibility for making improvements to children's care, play and learning. There were very good systems in place to regularly discuss their practice, identifying how they were doing, how they knew and what they wanted to do next. These discussions were closely linked to any feedback received from families and respected children's needs, rights and choices. As staff continue to develop their approaches to improvement, we encouraged them to use a wide range of best practice guidance alongside relevant quality frameworks to evaluate their work. This will ensure change is well-informed by research and evidence that promotes positive outcomes for children.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where performance demonstrated major strengths in supporting positive outcomes for children and very few areas for improvement.

Quality indicator 4.3: Staff deployment

Staff had built positive, strong and trusting relationships with children because they prioritised spending quality time with them every day. Children and staff enjoyed each other's company and there was a sense of fun in their play. Staff listened carefully to what children told them while watching their actions and identifying their emotions so they could respond quickly and sensitively to their needs. Staff focussed on offering children high quality individualised care and support that helped them to feel secure, respected and valued. At times, this meant individual team members needed to be flexible and change their plans. This happened smoothly and consistently because staff communicated with each other very well. One parent told us, "The staff really did make my children's nursery experience the best." In addition, children were well supervised and supported appropriately because staff worked well as a team to cover any potential gaps, especially at busy times of the day. Staff were also mindful of each other's wellbeing and helped each other to consistently offer children positive experiences. As a result, children were safe, secure, confident and happy.

Children's overall wellbeing was well supported because the staff group had a wide range of knowledge, skills and experience. There were several positive role models across the team for both children and staff which impacted positively on children's experiences. The number of staff looking after children was high and this gave staff some flexibility to be involved in professional learning opportunities. For example, staff regularly visited other settings to share practice and some staff were studying towards relevant qualifications. This meant they had time to contribute to the culture of continuous improvement and increase the quality of children's experiences. If the service needed to use temporary supply staff, leaders tried to always choose people who were familiar to children and staff. This helped to offer children consistency and continuity of care. We were confident that the deployment of staff was focussed on meeting children's needs and respecting their rights and choices.

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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very 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 cànain 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.