Rimbleton Primary School Nursery
Day Care of Children

Bilsland Road
Rimbleton
Glenrothes
KY6 2DZ

Telephone: 01592 583 454

Type of inspection:
Unannounced

Completed on:
28 April 2021

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015950

About the service

Rimbleton Primary School Nursery registered with the Care Inspectorate on 1 April 2011.

The service may be provided to a maximum of 70 children at any one time, age from 2 years to an age to attend primary school, of whom no more than 20 may be 2 years of age.

The service is located in Glenrothes and is situated close to local amenities. The children have access to a nursery building which includes toilet area and enclosed outdoor play areas. Other areas of the school including gym hall and large grassy areas can be used, however this is limited in line with COVID-19 guidance.

Rimbleton Primary school nursery state their nursery philosophy includes:

We believe in a quality nursery education with the child at the centre.

We believe that each child is unique and that every child brings with him or her different experiences, which need to be developed and built upon.

We believe in a nursery that is 'user friendly' - welcoming, comfortable, stimulating, and secure.

We believe children should feel included and their opinions valued.

We believe that partnerships with parents/carers are vital.

We believe in the importance of active, experimental play, a holistic approach to learning, learning through play and effective smooth transitions.

We believe nursery should be fun!

We carried out an unannounced inspection of Rimbleton Primary School Nursery from Thursday 22 to Wednesday 28 April 2021. We undertook an onsite visit on Thursday 22 April 2021 and continued the inspection using virtual technology. We provided feedback to the headteacher and depute headteacher on Wednesday 28 April 2021 by video call.

This was a focussed inspection to evaluate how well children were being supported during the COVID-19 pandemic. We evaluated the service based on key areas that are vital to the support and wellbeing of children experiencing care during the pandemic. This inspection was carried out by two inspectors from the Care Inspectorate.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC), 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 Getting it right for every child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

We observed children at play during our onsite visit. They were happy, confident, and keen to show us the environment. Children were engaged and playing together cooperatively. The interactions between children and staff were warm and nurturing. Most children were using the outdoor areas and were engaged in a variety of experiences. The atmosphere was calm showing children felt secure in the environment. Children were being supported by staff to develop new skills, such as pedalling the big bikes. During our visit we observed staff celebrating the achievements of two children who had mastered this skill. The children were confident in sharing this with us. They told us:

"This is the best nursery; I can go outside."

"My mum tells me it is the best nursery."

We spoke with two parents during our inspection. They told us:

"The nursery has been great. My child loves coming, and I can speak to the staff anytime over see-saw (a communication App), they are always very quick to respond. I have no concerns; I will be sad when my child leaves as they've been allocated another nursery for next year."

"I liked it better when we could use the back gate to drop the children off as we could see their room through the window. My child always tells me how much fun they have had and who all their best friends are at nursery."

The service shared our contact details, and we were contacted by a further seven parents. We spoke to those parents via email and telephone call. Most parents shared positive feedback with us. They told us:

'My child is very open to change where it benefits him, but sometimes he needs a little persuasion, and the nursery staff are good at speaking to him and help him see a bright side to these changes.'

'Definitely, 100% Rimbleton Nursery have maintained a clean, healthy and safe environment throughout. My child is classed as high risk and we've never had any problems.'

'At Rimbleton Nursery the staff are very friendly and welcoming, with children and their families and are always sharing stories with us about what the children get up to during the nursery day.'

'Staff are brilliant especially their keyworker, and they have an amazing bond with her. Equally the whole team are excellent, and our child has a relationship with all staff. Our child trusts all the staff and they understand our family circumstances, they are so supportive.'

'My little one is not quite so verbal, but I know from them being a shy child who never left my side they have blossomed from being at nursery. My little one is coming straight out of their shell. So, I'm more than confident that my little one is getting the help, care and attention they need whilst at nursery.'

'The staff are lovely and always welcoming. Nothing ever seems to be trouble for them.'

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 and support during the COVID-19 pandemic?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care and support during the COVID-19 pandemic? 4 - Good

Quality Indicator 5.1: Children's health and wellbeing are supported and safeguarded during COVID-19.

Key areas we assessed include the extent to which:

- children are nurtured and supported throughout their changed experience in their early learning and childcare setting

- effective communication with families enables responsive care to support children through changing circumstances.

Children were happy, confident, and engaged in their play. Free flow access to the garden and effective use of outdoor spaces, supported children to make choices and shape their own learning. There was a child-led approach to planning within the service. This meant that children were supported to follow their own interests and take part in experiences that developed those interests further. This approach encouraged children to feel included and respected. Achievements were recorded and shared with families using the digital communication app Seesaw. Promoting families to feel included in their child's learning.

The youngest children were supported by caring and nurturing staff, who had introduced a mascot called Elvis to support the children during lockdown 2020. Elvis was used in a variety of ways. This included sharing activities and stories with children and their families and most importantly sharing information about the changed routine. We observed that the children responded well to Elvis, and this supported their understanding of the required changes and their feelings of being included and valued.

High importance was placed on communication and throughout lockdown staff had maintained connections with families. This was achieved using digital methods such as Seesaw/Sway/ Facebook to share information and achievements of children. Community links remained strong during lockdown and staff supported families delivering food hampers. Items were supplied by local supermarkets as part of the fare share scheme. This continued engagement contributed to children and families' feelings of inclusion. The regular food hamper deliveries ensured that health and wellbeing was a key priority during lockdown.

Many parents commented that the regular communications had been supportive and informative. Sensitive settling in procedures were developed to ensure that all children felt safe and secure on their return to nursery. Care plans had been updated this showed that families were listened to, and they could influence the way in which care was provided. This promoted parents to feel included and respected.

Staff knew the children in their care very well. We observed positive relationships between children and the senior leadership team. Children were confident to share their achievements with both the head teacher and the depute headteacher this demonstrated that the service valued relationships at all levels.

Quality Indicator 5.2: Infection prevention and control practices support a safe environment for children and staff.

Key areas we assessed include the extent to which:

- children are protected as staff take all necessary precautions to prevent the spread of infection.

We found that the service had good infection prevention and control measures in place.

We observed effective handwashing practices within the rainbow and sunshine bubbles. This routine was clearly embedded as children were washing their hands on returning inside. The visual aids supported children to follow this routine, for instance, a child followed the step-by-step picture guide to ensure the process had been thoroughly carried out. Children also washed hands for the advised 20 seconds. This approach helped minimise potential spread of infection, keeping children safe and healthy.

Within the early entrants' room staff were knowledgeable about when children should wash their hands, however there were instances when hand sanitiser was used in place of washing hands. This was not in line with current advice which states that hand sanitisers are not recommended for use by children under five years old. We asked the service to consider using wipes as an alternative until children can wash their hands with soap and running water. This will ensure that effective handwashing practices are consistent across the service and children's health is maintained.

Staff had a clear understanding of their roles and responsibilities with regards to enhanced cleaning procedures. Two staff regularly complete enhanced cleaning over the lunch period. We asked the service to consider how specific cleaning tasks are broken down to support staff to correctly follow these procedures. This would help the service maintain high levels of cleanliness in the event of staff absence.

Clear risk assessments were developed and shared with all staff to ensure compliance. These were shared with all families and were regularly updated to reflect any changes to COVID-19 guidance.

Clear signage and prompts were displayed throughout the service and at the main door to support the sharing of vital information with families. All staff were fully aware of the procedures to follow in the event of a child displaying COVID-19 symptoms. These procedures enabled the team to protect children, families, and themselves from COVID-19. Staff clearly understood the need for physical distancing, and this was adhered to well. Staff stored face coverings in sealed bags when not in use and washed hands/sanitised hands before putting on mask. By doing this staff were taking the necessary precautions to prevent the spread of infection

Indoor spaces were well ventilated with constant supply of fresh air circulating from open windows and doors. Staff actively encouraged children to spend extended periods outdoors. This ensured a safe environment for children and staff.

Quality Indicator 5.3: Staffing arrangements are responsive to the changing needs of children during COVID-19.

Key areas we assessed include the extent to which:

- staffing arrangements meet the needs of children and families - staff are well supported and confident.

Staff had a very good understanding of their roles and worked well together in their bubbles. This created a happy learning environment for children.

Continuity of care was well maintained within the bubble systems. Careful consideration had been placed on effective staff deployment. Staff time was well planned across the day with support for learning and lunchtime routines carefully considered. Staff within the rainbow bubble supported children during lunch by sitting with them and promoted independence skills through the clearing of their own plates. However, the sunshine bubble should now consider how to demonstrate this approach rather than being task orientated during this time. We asked the service to further develop the lunch routine for all children to ensure continuity.

The team worked well together and were flexible in their response to changing situations. Staff stated they all felt that the senior leadership team had been incredibly supportive of their own personal circumstances during both lockdowns. Working groups had been developed and through virtual meetings were moving forward with improvements in outdoor provision, planning and supporting staff to develop professional relationships. This positive ethos of trust and respect promoted a happy, secure, and supportive environment for children and their families.

Weekly meetings with the depute head teacher allowed staff to share good practice, discuss concerns and reflect on daily practice. Through reflection it was identified that staff required extra support at drop off and pick up. This was quickly arranged and ensured a safe and positive transition for children into nursery.

All key information has been shared with temporary staff. All staff were included in the team and this approach supported feelings of inclusion and highlighted a welcoming ethos to all.

Detailed evaluations

How good is our care and support during the COVID-19 pandemic?	4 - Good
5.1 Children's health and well being are supported and safeguarded during COVID-19	5 - Very Good
5.2 Infection prevention and control practices support a safe environment for children and staff	4 - Good
5.3 Staffing arrangements are responsive to the changing needs of children during COVID-19	5 - Very Good

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