Caskieberran Primary School Nursery
Day Care of Children

Ravenswood Drive
Glenrothes
KY6 2NZ

Telephone: 01592 583 418

Type of inspection:
Unannounced

Completed on:
28 September 2022

Service provided by:
Fife Council

Service provider number:
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Service no:
CS2003015952

About the service

Caskieberran Nursery is situated within Caskieberran Primary School , Glenrothes, Fife. The service is registered to provide a care service to a maximum of 58 children at any one time from 3 years up to an age to attend primary school. The nursery is close to local amenities, green spaces, parks, and transport links. Children have access to a large playroom, sensory room, enclosed garden, designated nursery toilets and other spaces within the school.

About the inspection

This was an unannounced inspection which took place from 28 September to 29 September 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 their families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff were kind, caring and nurturing in their approach with children.
- Staff had developed very good relationships with families.
- Parents were very positive about the service.
- Children were confident and happy in the service.
- Planning approaches were child centred and responsive to children's interests.
- Children benefitted from a well-resourced service.
- Staff promoted outdoor play.
- Staff worked very well together.

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 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 peers. 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. Children told us "Staff are good at playing with us and giving cuddles". This was consistent throughout our visit. One parent commented "The service looks after and cares for my child really well". As a result, children felt secure and valued.

Mealtimes promoted children to take ownership and make choices. Children were able to self-serve some foods during these routines. As a result, they were developing important life skills. We discussed with the service how these experiences could be further enhanced to increase opportunities for staff to support children to develop important language skills and social interactions in a relaxed environment. We signposted the service to the best practice guidance Food Matters. This can be accessed through the Care Inspectorate hub. Children had access to fresh water throughout the day. This ensured they remained hydrated.

Children's care and learning routines were individual to meet their needs. We could see staff knew children well and planned to meet their needs and interests. The service had highly effective systems in place to ensure children received personalised support when needed. At times this meant referring to specialist services. One parent commented "The service is excellent in agreeing a plan to meet my child's needs".

Interventions and support strategies were reviewed regularly in line with the wellbeing indicators. This meant that everyone who worked with children were included in supporting positive outcomes. During our visit we observed staff to use strategies advised by specialist services. As a result, children experienced consistent care and support that was right for them.
Personal learning plans (PLP's) were in place for each child which were shared regularly with families. Information gathered within personal plans supported meeting children's needs. For example, their likes, dislikes, interests, and next steps in learning.

Children's learning was also recorded and shared with parents through an online platform. This gave parents the opportunity to be involved. Parents told us they had regular opportunities to discuss their child's individual needs and keyworkers updated them every day on what children had been doing. The service monitored children's PLP's to ensure a consistent approach to recording achievements and identifying next steps in learning.

Children had opportunities to see a therapy dog that visited the school. This helped children to learn about being calm, supported them to express their emotions, and learn about the importance of caring for animals. This supported children's emotional wellbeing. Children also benefitted from well organised spaces to rest indoors and outdoors. They were also able to access a well-resourced sensory room. As a result, children felt safe and secure.

Children's health routines were supported in line with parent's preferences. Children received medication as instructed. The service had a system in place to manage, record and monitor medication. To further enhance the current recording and reviewing of medication we advised the service to refer to the 'Management of medication in daycare of children and childminding services' to ensure all medication is reviewed regularly with parents . (See area for improvement 1).

1.3 Play and learning

Children experienced inviting play spaces that's promoted high quality learning and engagement. They benefitted from opportunities for freely chosen and planned play for the duration of their session. This meant that they were leading their play. Children told us they liked playing outdoors, riding bikes, building and mark making. We could see the service valued the importance of children having access to outdoor play. This was consistent throughout our visit. To minimise disruption in play children could have snack outdoors. Children told us "It's important to wash your hands as they could have gems on them

A wide variety of high-quality resources offered children rich play and learning activities . These included investigating, exploring, being creative, taking risks and problem solving. As a result, children were highly engaged in their play throughout the session. ". We observed children to be happy and have fun as staff valued children's right to play .

The service had recently purchased open ended resources that promoted maths and numeracy through play. During the visit we observed children to also take part in maths week as part of the wider school community. This supported children to learn about numbers through stories, songs and exploring natural materials .

Children had ownership of their learning and were supported to develop an understanding of risk benefit play. They had created their own risk assessments for areas within the nursery and spoke confidently about the importance of being safe at the woodwork bench. Children told us "You have to put your safety glasses on at the woodwork bench".

Staff supported children's interests through skilled interactions . They recognised and praised children's achievements and recorded these in planning and learning journals. This meant that children could re-visit their learning and share their experience with friends and family. Learning journals were also displayed in areas to further support the sharing of learning with parents. Parents told us staff take time to get to know children and communicate well with families.

Children experienced quality interactions with staff that supported their play and learning. Staff took time to listen to children and engaged in discussions to promote their thinking. They valued children's interests and supported their play, engaging with them at their level. For example, children had noticed the apples had fallen off the tree. Staff used skilful questioning to encourage them to think about what they could use the apples for. Children were supported to create their idea of making apple crumble and enjoyed eating this for snack.

We observed children to enjoy being close to staff receiving cuddles and praise. This meant that children experienced nurturing attachments that supported their learning and achievements. One parent commented "Staff are very accommodating and receptive to children's needs.

Areas for improvement

1. To ensure children's health and wellbeing needs continue to be met if medication is required, the service should refer to the Care Inspectorate guidance on the Management of medication in daycare of children and childminding services to further enhance their system for reviewing and recording all medication.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice.'(4.11).

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

The service operated from a large, designated area within the school. This promoted a strong sense of being included and valued as part of the school community.

Children experienced a setting that was clean, inviting, and welcoming. The playroom benefitted from natural light and ventilation. Furniture and resources were of a high standard and organised to support free flow play. This promoted a strong sense that children matter. Parents commented on how warm, bright, and welcoming the environment was.

Children moved around the play spaces confidently. This showed us children felt safe and secure. Staff ensured children were always accounted for by regularly counting children and updating the board within the playroom.

Systems were in place for monitoring and reporting risks to ensure environments were safe for children and staff. The service had an effective risk management system in place that was reviewed regularly with staff. As a result, children experienced a safe learning environment. One parent commented "They set a nice relaxing atmosphere where I know my child is safe".

We were satisfied there were appropriate infection control measures in place to support a safe environment for children. For example, regular handwashing, cleaning, and appropriate staff training.

How good is our leadership? 5 - Very Good

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

Quality indicator 3.1 -Quality assurance and improvements are well led

There was a positive ethos within the service. To reflect the goals of children, parents, and staff the service had clear aims, visions, and values. This promoted a shared vision of working together . These were displayed throughout the service and staff could talk confidently about their role in supporting these to ensure positive outcomes for children.

Regular communication with families took place through a variety of methods. For example, email, telephone, online platforms, and face to face discussions. Parents told us they appreciated the regular communication they received. This contributed to the positive relationship's families had built with staff. Parents told us they were extremely happy with the nursery. As a result, families felt valued and included in children's learning.

Building positive relationships was important to the service. This had created a welcoming, supportive and inclusive environment. We observed staff to value relationships they had built with children and families. For example, one staff member had called parents to support a smooth return to nursery. This promoted positive partnership in the delivery of high-quality care for children.

Children, families, and staff were regularly consulted to influence improvements within the service. This was done through informal discussions, online questionnaires, nursery events and gathering evaluations from staff training. Management and staff worked together to develop an improvement plan to ensure positive outcomes for children . This enabled staff to feel included in the continuous development of the service. One parent commented "I really can't fault the staff or the school, they provide an excellent service".

Re-establishing family learning was a priority for the service. Staff shared plans to deliver Book bug, Peep, Stay and Play and were keen to take leadership roles as part of this. This contributed to staff feeling empowered and enthusiastic at work . Parents told us they would like to be involved in stay and play sessions. The service should move forward with these plans to support parents to be included in their children's day.

Quality assurance and ongoing monitoring of the provision and personal plans were regularly carried out. The service used best practice guidance such as 'A quality framework for daycare of children, childminding and school aged daycare' and 'How good is our early learning and childcare ' to support them in this area. We could see self-evaluation was embedded and having a positive impact on children's learning and experiences. For example, self-evaluation of the provision ensured children experienced a high-quality service that reflected their wishes and interests. As a result, all children made progress across the curriculum.

How good is our staff team? 5 - Very Good

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

Quality indicator 4.3 -Staff deployment

The deployment of staff within the service during our visit was well managed and effective to meet children's needs. This ensured staff supported children's interests in accessing the wider provision. Staff worked well together as a team and were supported by the wider management team. Their differing skills, knowledge and interests complimented one another and resulted in quality experiences for children. Staff told us they felt supported by management as they valued the importance of building positive relationships. We found that the management team were involved in the daily life of the nursery and ensured all staff received communication updates. This had created a culture of inclusion and ensured children accessed a service that was well led.

Staff had recently undertaken training in child protection and safeguarding. We were confident staff understood and could respond to concerns to ensure children were safe.
Staff had also taken part in training to enhance their knowledge of supporting children with additional support needs. We observed staff use symbols consistently to promote children's communication and language development throughout our visit . For example, one staff member used the symbols to support a child in understanding the routine and move from one activity to another . This supported all children to make choices and follow their interests.

Staff worked effectively as a team as their skills and experiences promoted children's learning and fun. They engaged with children at their level when talking and playing. For example, most staff members were sitting with children or supporting their learning where they played. As a result, children experienced quality interactions that gave a strong message that they matter.
Across the whole day, staff communicated very well together. For example, staff breaks were well managed to ensure their wellbeing without disruptions to children's care and learning . This supported children's sense of security and overall wellbeing.

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 they were meeting the needs of children.

Staff understood the importance of keeping children safe, especially at busy times of the day. Staff were vigilant at drop off and pick up times. Parents were welcomed into the service to see children's learning. Staff managed this effectively. For example, when children were dropped off or picked up staff were positioned at the door to ensure no child could exit. One parent told us "It is nice to be welcomed into the service".

Staff had opportunities to develop skills in mentoring and coaching as the service welcomed learners from local schools, colleges, and universities. This supported staff in sharing good practice and build their experience and confidence in using guidance such as the Early learning and childcare (ELC) National Induction Resource. During our visit we spoke with a student who was on placement from a local high school. They told us they had been supported well and we could see they were included as part of the team . This provided opportunities that supported the future workforce.

Children benefitted from a very good service that valued their rights to play and have fun through quality interactions, positive relationships, and quality provision. As a result, children, and parents were happy at Caskieberran 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?	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

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