Leslie Nursery
Day Care of Children

Leslie Primary School
31 Rothes Park
Leslie
Glenrothes
KY6 3LL

Telephone: 01592 583 433

Type of inspection:
Unannounced

Completed on:
15 June 2022

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015953

HAPPY TO TRANSLATE

About the service

Leslie nursery is a day care of children service provided by Fife Council. It is operated from a large playroom, which is one one level, within Leslie primary school and has direct access to a large outdoor area. The service is close to local amenities within the village.

This service was registered with the Care Inspectorate on 01 April 2011. It is registered to provide a service to 54 children at any one time aged three years to an age to attend primary school.

About the inspection

This was an unannounced inspection which took place on Tuesday 14 June 2022 between 08:45 and 15:45. We provided feedback on Wednesday 15 June 2022 at 14:30. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information provided by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with 15 children and five parents/carers
- spoke with five staff, principal teacher and head teacher
- observed practice and nursery routines
- reviewed documents.

Key messages

- Staff interacted with children in kind and supportive ways.
- The management team had a clear vision for the development of the service.
- Staff should use best practice guidance to develop their skills and knowledge.
- Leadership opportunities could be introduced so staff can develop their areas of responsibility within the service.
- Quality assurance systems should continue to be developed to assess the service and identify areas for improvement.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

How good is our care, play and learning? 4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

1.1: Nurturing care and support

All interactions with children were respectful, kind and responsive to their needs. Children benefited as staff were sensitive and communicated with them at their level. As a result, there were close bonds between staff and children which meant children sought out cuddles, sat on staff knees and were comforted when they needed reassurance.

Meal and snack times were mostly a positive experience for children. We observed lunchtime and saw children were familiar with the routine and had developed self-help skills. Children who had packed lunches, ate in the playroom. Staff supported children well and we saw they benefited from the social interaction as staff chatted to them about their day. The experience could be improved for children who had packed lunches. Setting the tables with appropriate crockery and cutlery will give children more space to enjoy their lunch. Space should be made so that staff can sit comfortably beside children which will help promote good role modelling and provide learning experiences.

Partnership working with parents, carers and other agencies supported information sharing. If children had additional needs, strategies and techniques were agreed to support their individual needs. As a result, staff supported children in a consistent way. Personal plans could be further developed to ensure this information is included as it helps monitor children's progress and ensure they benefit from the strategies used. At review, this helps plan appropriate 'next steps' for their learning and development.

1.3: Play and learning

Children benefited from a well organised environment where a range of activities supported their learning and development. Open ended resources helped children use their imagination, curiosity and investigation. Staff used questions well to support children to talk about their learning and use their ideas to develop their play. As a result, we saw children who were busy, engaged and spent long periods of time at activities.

Direct access to the outdoor area meant children had opportunities to develop their physical skills. There were plans to develop the use of the natural environment to support children's learning. For example, opportunities to develop part of the communal school garden and go to the local woods would extend children's experiences.

Staff had been supported to reflect on and develop children's learning experiences. As a result, responsive planning involved children in leading their learning. From displays, we were able to conclude the breadth and depth of children's learning. To build on this, we agreed with the service that how staff record and use observations to support children's development could be improved. Effective observation, will help staff assess children's progress, enable them to identify 'next steps' in learning and plan experiences that help children achieve through a child-centred approach.

How good is our setting? 4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality indicator 2.2 - Children experience high quality facilities.

A safe, welcoming and well organised environment had been created for families. Soft furnishings had been added to the entrance area, which meant parents had a comfortable area to wait when collecting their children. The spacious area offered the opportunity to meet with staff to share information about their children.

The indoor and outdoor environments supported free flow play so children could choose what they wanted to do. The organisation and layout of activities encouraged choice and supported children's curiosity and interests. As a result we saw that children used all areas of the nursery well. We talked to staff about the addition of large equipment in the playroom. Some children benefited from this, while others were restricted in how they used it. We asked staff to review changes made to ensure they met the needs of children.

The outdoor environment had been developed to offer children a fully enclosed space to play. Children were learning about risk, as they were involved in ensuring the area was safe before using it. Staff could further develop a risk benefit approach with children. They need to consider how they encourage children to be safe in their play without interrupting the flow of their games. For example, not asking children to slow down, but use effective questions to encourage them to think about what they are doing.

The environment was well ventilated, hand washing promoted and regular cleaning took place. All of which were effective at minimising the spread of infection.

How good is our leadership? 4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality Indicator 3.1: Quality assurance and improvement are led well.

Changes to the management and staff team had impacted on the development of the service. This was more settled and a clear plan was in place for the improvement of the service. Parents, staff and children had been involved in the review of the aims and objectives for the school and nursery. This had resulted in a shared vision which valued being part of the local community.

A focussed criteria for self-evaluation had enabled staff, parents and children to reflect on the service provided. They had identified what was going well and areas for development. One area was increasing parental engagement. Re-establishing stay and play sessions has been a positive aspect to support this. One parent said "Brilliant to finally see the nursery. All the children seem happy with plenty to do".

All staff were clear about the areas for development and worked together on plans to make improvements. To support the improvement agenda, staff would benefit from using best practice guidance. This will help develop their skills, support leadership roles and confidence to share ideas and make decisions about future plans. Using current thinking will help to provide a quality service that promotes positive outcomes for children and families. Staff should carry out regular reviews to monitor progress being made and ensure the desired aim is being achieved.

A range of audits were in place to monitor the work of the service. For example, staff were given written feedback about their work and systems were in place to check that medication was safely managed. Small changes could be made to improve the effectiveness of audits. For example adding timescales if a staff member has to complete a piece of work. In respect of medication, it should be ensured that all records are consistently completed following best practice guidance.

How good is our staff team? 4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality Indicator 4.3 - Staff deployment

Staff changes had been well managed which meant a consistent approach was maintained when caring for children. New staff had felt supported when they started the service, which meant they settled in well. The staff team in place had developed positive working relationships which resulted in a shared ethos which would support the development of the service.

There was a mix of staff skills and experience within the team. They had started to identify what was going well and areas that needed to be developed. For example, a communication book had been introduced so all staff had up to date information which helped continuity of care for children.

Staff were well deployed throughout the service which ensured children were supported to benefit from their nursery experience. At busier times, routines had been established to support children. As a result, at lunch time, we saw that children were confident and capable at serving themselves. We asked staff to review what happened when children returned to the playroom, as a few children, who had packed lunches were disturbed. Consideration also needs to be given to how deployment of staff can enable children to benefit from experiences in the wider community.

There were plans in place to support staff with 1:1 meetings. These opportunities would help identify staff skill, areas of interest and professional development opportunities they would benefit from. Leadership roles could be developed, as staff develop their skills, knowledge and confidence. As a result, children and families would benefit from a well supported and trained staff team.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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