John Fergus School Nursery
Day Care of Children

Erskine Place
Glenrothes
KY7 4JB

Telephone: 01592 583489

Type of inspection: Unannounced
Inspection completed on: 23 March 2017

Service provided by:
Fife Council

Service provider number:
SP2004005267

Care service number:
CS2003015955

About the service

The service was registered with the Care Inspectorate on 1 April 2002.

John Fergus School Nursery is registered to provide care to a maximum of 18 children at any one time. The service will provide for children who have complex learning disability and may have associated physical disability. The children will be aged from three years until attendance at primary school. All area of the premises may be used.

The inspection took place on 23 March 2017 from 9.00am to 1.30pm. We completed the inspection and gave feedback to the head teacher on the same day.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it Right for Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting It Right For Every Child. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

What people told us

One nursery aged child was present during the inspection. We observed their play and experiences over the whole session. We found the child was very happy and secure in the environment and enjoyed positive relationships with all staff present. He enjoyed a range of physical play activities, snack, an outing and free play during the course of the inspection.

We received one completed Care Standards Questionnaire which had added comments. These demonstrated a high level of satisfaction with the service. Parents 'strongly agreed' that 'overall, they were happy with the quality of care their child received in this service'. Comments praised the service received and the positive impact on their child.

Self assessment

The Care Inspectorate received a fully completed self assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us for each heading that we grade them under. We validated this information during the inspection to ensure accuracy.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

Children experienced warmth, attachment and belonging. Staff members were seen responding appropriately to children's communication and were respectful in their interactions. An on-site nurse ensured that children's health needs were managed, contributing to children's positive wellbeing and attendance.

Children were developing physical skills and enjoying energetic play due to the varied planned activities. Daily access to the large grounds allowed children to enjoy fresh air and develop a positive sense of wellbeing. Attention was given to healthy eating, ensuring that children's nutritional needs were being met. This included innovative practices to support healthy eating at home with 'reverse packed lunches' (where children make their lunch at school and take it home).

Children were achieving as they accessed opportunities to learn, follow their interests and develop skills. A system for recognising achievements promoted children's self-esteem. Children had time to explore and lead their own play along with planned activities to meet individual and group learning needs. Resources were carefully laid out or labelled so that the children could choose what they wanted to do and who they wanted to play with. Children made progress as clear targets and next steps were identified from ongoing observations and meetings. Support from other professionals meant children's individual needs were identified and addressed to ensure their full potential could be met.

Split placement with another setting facilitated social interaction skills and variety in the environment, contributing to enhanced opportunities for learning and engagement. Children were developing skills as assessors of their learning through the use of 'talking buttons' to give their assessment of activities.

Quality assurance systems were robust and detailed. All staff were fully included and engaged in the process. Regular monitoring by the head teacher ensured all aspects of provision were meeting standards and improving outcomes for children. A quality assurance calendar meant a systematic approach was taken to ensure consistency. The head teacher was committed to involving others in the ongoing assessment of the service and used this feedback to make positive changes. Peer assessment amongst staff further contributed to improvement in practice.

The service was managed effectively as the head teacher had a clear vision which was communicated. Recent review of the vision, values and aims had been completed ensuring a shared approach to promoting positive outcomes for children.

What the service could do better

The service should continue with their work on developing learning through play to support children's engagement.

We noticed that, following play in the hall and soft play room, children moved on to eat snack without having washed their hands. This increases the risk of cross infection and should be addressed.

Staff told us they took their own mobile phones during outings and would use these in case of emergency. We reminded them that best practice in regard to child protection would be to use a school mobile which is kept fully charged.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
20 Feb 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good
25 May 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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