Pitteuchar East Nursery Centre
Day Care of Children

Glamis Avenue
Glenrothes
KY7 4NU

Telephone: 01592 583 386

Type of inspection:
Unannounced

Completed on:
25 October 2022

Service provided by:
Fife Council

Service provider number:
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Service no:
CS2003015957

About the service

Pitteuchar East Nursery Centre is located within the grounds of the primary school in Glenrothes, Fife. It is close to local parks, shops, and other amenities and can be accessed by local transport links.

Pitteuchar East Nursery Centre is registered to provide a care service to a maximum of 137 children not yet attending primary school at any one time, of whom no more than 15 may be aged under 3 years.

The nursery centre operates from five playrooms in a purpose-built premise which has been extended and refurbished. Children have access to playrooms, direct outdoor play spaces, designated toilet facilities, a multi-purpose hall and other green spaces around the building.

About the inspection

This was an unannounced inspection which took place on Monday 24 October and Tuesday 25 October 2022 between 9:00 and 16:00. 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, 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 6 of their families.
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children were happy, confident, and motivated to play and learn.
- Children experienced kind, compassionate care and support.
- Staff worked as a team to meet children's individual needs.
- The management team had successfully led staff to deliver a service that had shared vision, values and aims.
- Children benefitted from an environment that was maintained to a high standard.
- Children received interventions that were right for them.
- Children experienced high quality learning and fun experiences.
- Staff were committed to improving outcomes for children.

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?	4 - 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 experienced nurturing care and support from a staff team who respected each child as an individual. Staff were kind, loving, and responsive in their approach. As a result, all children were settled, happy and having fun. Parents told us that they were very happy with the care and support children receive. One parent said, "My child loves going to nursery".

Staff knew children very well and were responsive to their individual needs. Staff cuddled and comforted children to support transition and were quick to respond if a child became upset. Staff were very good at following cues from children and were quick to recognise if a child needed support. This supported children to form attachments with staff and feel secure in their care. Children were able to tell us who would help them if they needed help. As a result, they experienced supportive relationships.

Staff worked with families, involving them in decisions about their child's care and development. Most children's personal learning plans reflected their needs, and were supporting children to be healthy, nurtured, included, and to achieve. One parent commented "Staff want to ensure children reach their full potential".

Mealtimes were relaxed and unhurried. Children chose from a selection of food that met their dietary requirements and preferences. Children enjoyed independently selecting their food and were developing skills for life during snack times. We discussed with the service how children could be supported to use these skills at lunch times. Water was always available to keep children hydrated and healthy.

Children had the opportunity to rest and relax in comfortable spaces within the playrooms and outdoors. They spent time in cosy story areas which included soft furnishings. This ensured a nurturing approach and supported children to relax and rest when required.

Staff were skilled at using strategies to support children's development. This included using symbols, pictures and familiar objects that enabled children to make choices and access play. Staff were proactive in requesting additional support for children when required. They valued the importance of agencies working in partnership to support positive outcomes for children. One support agency commented:
"The team go above and beyond to support children and families".
"There is an ethos of support and inclusion within the service".

Quality indicator-1.3 Play and learning

Children had fun as they experienced high quality play and learning. Staff demonstrated a genuine interest in supporting play as they valued the importance of children having fun. Staff interacted skilfully to support children's curiosities. This meant that interests were responded to in the moment as staff engaged with children to deepen the learning. As a result, children were happy and confident and were making progress.

Parents commented:
"There is a variety to stimulate my child in their play".
"Staff give suggestions on how to extend children's interests".

Children accessed indoors and outdoors freely, taking part in a wide range of high-quality experiences which were supported by skilled staff. Staff recorded observations to highlight specific learning. Next steps within learning were tracked to support progress and achievement within all areas of children's play and learning. To ensure all children made progress through play, all staff observed children and recorded observations in their personal learning journals. This meant that the team knew every child and their preferences. As a result, children experienced a consistent approach that supported them to reach their full potential.

Staff implemented creative approaches which successfully engaged children's imaginations and enriched their play and learning in literacy and numeracy. They were attuned to children's individual learning styles with a very good knowledge of child development. Skilful approaches such as introducing words to extend children's creative play, helped develop vocabulary relating to real life experiences. One child commented "I like story time with the staff and like learning sign language".

Children benefitted from staff's enthusiasm in providing opportunities to engage with natural materials to inspire them to explore number through play. Staff told us this was having a positive impact on children's awareness and understanding that numbers are all around. Displays around the environments showcased children's work. As a result, children felt valued as they were able to share their learning with parents and friends.

Children were supported to assess and manage risk during their play, for example, staff encouraged children to carry out daily risk awareness tasks in the outdoors area. As a result, children were developing an awareness of risk in their environment and how to minimise these in their play. We also observed staff engaging in meaningful discussions with children about the importance of bike safety and it was evident that safety routines when using the bikes were embedded.

The service had plans to extend children's learning within the community and local green spaces. We agreed that this would further enhance children's experiences and provide opportunities to learn and have fun in different environments. This would promote children to connect with nature and develop an appreciation of their wider world.

Creative approaches were used to support children to independently make their own playdough. Staff supported children when required whilst seeing this as an opportunity to extend literacy by introducing new vocabulary and promoting them to develop independence. This provided opportunities for them to experiment, estimate, solve problems and work with their friends. As a result, children experienced a sense of achievement.

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

Children benefitted from a service that was safe and secure. This included a video entry systems, CCTV of the grounds and clear boundary fencing. Spaces were welcoming and nurturing for children and families. Playrooms were comfortable, well ventilated, and furnished to a high standard. Homely touches, natural resources and child led displays helped children to feel welcomed and included. This created an ethos that children mattered.

Play spaces took account of children's stages of development and learning. All environments reflected children's interests and curiosities and contained an extensive variety of high-quality provision that supported play. As a result, all children had fun and enjoyed their play throughout the day.

Children experienced free flow outdoor play and staff understood how important it was for children to access the garden independently. Staff and children valued the outdoor environment and worked together to look after it. For example, staff encouraged children to sweep up leaves, talking about the seasons. As a result, children explored new ideas and took responsibility in caring for their play spaces.

Children had fun as they participated in activities that encouraged them to climb, balance, be creative, and explore. As a result, children's health, wellbeing, and learning was valued. Parents commented on how they liked the open-door policy, where children could play outdoors in all weathers and were provided with appropriate clothing. Children told us they liked playing outdoors, on the bikes and the chute. One child said "I want to play with all the children in the garden from all the rooms". Staff communicated well to minimise any potential risks within the environment. This ensured children were supervised at all times.

Risk assessments were in place and were being reviewed by staff and the management team to reflect their service. Children were supervised as staff regularly counted them and updated their noticeboards to ensure everyone knew how many children were in the room. Parents told us they felt children safe and secure in the setting. This meant that children experienced care in a service that worked together to keep children safe.

We were confident staff were clear about their roles and responsibilities in maintaining a high standard of infection prevention and control practices at key times. As a result, children benefitted from a service that promoted their health and wellbeing.

How good is our leadership? 4 - Good

We evaluated this key question as good where important strengths, taken together outweighed areas for improvement.

Quality indicator 3.1 -Quality assurance and improvements are well led

Children benefitted from a staff team that responded to their needs with genuine care and enthusiasm.

The service had clear vision, values and aims for children and families that included respect, kindness, celebrating children's successes, and the importance of having fun. This ensured the service met children's needs in a way that was right for them.

Team meetings provided regular opportunities for staff to take part in training, discuss children's needs and plan for children's experiences. As a result, children experienced high quality play and learning that met their interests.

Self-evaluation was evident in maintaining and improving the quality of care, play and learning through the use of 'How good is our early learning and childcare'. To further support self-evaluation and promote staff to use best practice guidance we suggested they access 'A quality framework for daycare of children, childminding, and school aged daycare. This can be found on the Care Inspectorate Hub.

The service told us that further monitoring of key areas was planned to ensure that children's care was at a consistently high standard. We discussed how additional quality assurance would support the setting and should include but not limited to the monitoring of medication systems and children's personal learning journals to ensure a consistent approach across all playrooms (see area for improvement 1).

Effective communication with families supported parents to feel involved and included in their child's experience. Questionnaires were carried out to consult parents in the ongoing improvements within the service. Children's views and interests had previously been recorded in floor books and had been used to inform play, learning and changes to the environment. Parents were informed about the service through online platforms, emails and informal discussions and drop off and pick ups as parents were welcomed into the playrooms. Parents told us they had daily communications with staff.

Areas for improvement

1.
Management and staff should carryout further quality assurance. This should include but not limited to the monitoring of medication systems and children's personal learning journals to ensure a consistent approach across all playrooms (see area for improvement 1).

This is to ensure care and support is consistent with the Health and Social Care Standards which state 'My Personal Plan is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1.15).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I experience high quality care and support because people have the necessary information and resources" (HSCS 4.27).

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

Staff were respectful and supportive of each other. This created a positive environment for children and families. There was a mixture of skills and experience amongst the team and there was an ethos of respect and professionalism across the wider team. All staff had undertaken training that had developed their skills, and the induction and mentoring systems helped staff understand the service and their responsibilities. This contributed to the care and support of children.

Staff had formed positive relationships with parents and children and worked with them to meet children's needs. Parents described staff as "very accommodating", "approachable" and "great at making sure children are happy". Another commented "I must praise the staff on being informative and keeping parents involved".

Staff were deployed in a way that promoted positive experiences for children across the day. Staff responded to children with care and attention. As a result, children benefitted from close attachments to staff and peers.

Children benefitted from a service that promoted their safety and wellbeing. Policies and procedures supported effective and safe practice and were reviewed and updated to reflect the service. Regular meetings took place to support the wellbeing of the staff and their ongoing development within their roles. Some staff spoke confidently about opportunities to lead on aspects of learning in the wider community. For example, one member of staff took the lead on intergenerational work with the local care home. Other members had a keen passion for developing science, technology, engineering, and maths, known as STEM and creativity.

To continue to deliver high quality learning experiences, the service should support all staff to take leadership roles to ensure children continue to make progress through play. This should include opportunities to engage families in learning. One parent commented they would like more stay and play sessions offered. We discussed this with the service. They told us they are organising these sessions and other family learning opportunities.

Children benefitted from a service that valued their rights to play and have fun through quality interactions, positive relationships, and a high-quality provision. As a result, children, and parents were happy at Pitteuchar East Nursery Centre.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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