Buckhaven Primary School Nursery
Day Care of Children

College Street
Buckhaven
Leven
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Telephone: 01592 583 413

Type of inspection:
Unannounced

Completed on:
30 January 2023

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003017076

About the service

Buckhaven Nursery is situated in Buckhaven, Leven, Fife. The nursery is located in a designated building on the grounds of the school. It has two playrooms. Both rooms have direct access to a secure outdoor garden area. Children have access to play spaces, garden, toilet facilities and other areas within the school. The service is close to local amenities and can be reached by transport links.

The service may provide care to a maximum of 55 children at any one time aged from 2 years to an age to attend school. No more than 15 are aged two-three years.

About the inspection

This was an unannounced inspection which took place on 30 January 2023 between 9:00 and 18:00. 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 and received feedback from families.
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children led their play for the session.
- Staff worked well as a team.
- Children had free flow access to enclosed garden spaces.
- Children and families benefitted from a staff team who engaged in evaluating the service.
- Staff should explore further learning experiences for younger children.
- Medication must be reviewed in line with guidance to ensure children's wellbeing.

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 positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1-Nurturing care and support

Children experienced kind and warm interaction as staff knew them well. This meant that positive relationships had been established. When children needed support with emotions staff were calm in their approach. One parent commented "I'm more than amazed and happy with the care and support my child receives at his early entrance placement".

Children were supported during personal care routines by caring staff who knew their individual needs. For example, children were consulted about nappy changing, giving them time to finish activities. This promoted children's rights and a sense of trust.

Staff worked closely with parents and other professionals as they recognised the importance of partnership working. This helped staff to respond sensitively to changes in a child's life and promoted consistency of care. The team had a good understanding of the wellbeing indicators and used these to develop personal plans that were central to children's overall wellbeing. Chronologies detailed significant events that also helped staff to identify children's individual needs to ensure they received the care and support that was right for them.

Children were supported to develop life skills through the mealtime experience. For example, children were involved in choosing snack foods, selecting foods, pouring drinks and washing dishes. Staff sat with children at mealtimes, engaged in chat and modelling healthy food habits. The service had plans to further develop a rich mealtime experience to accommodate all children having lunch in the nursery building.

The service had systems in place for the administering of medication to support children's health & wellbeing. Reviewing medication should be part of this process. We advised the service; medication should be reviewed in line with the Care Inspectorate Management of medication in daycare and childminding services (see area for improvement 1).

Accidents and incident records were completed, shared with parents, and reviewed termly. We suggested the service record the actions taken to reduce any future risks to children. This is to ensure risks are minimised and children continue to have fun in safe play spaces.

Children's emotional wellbeing was supported through sensitive arrangements for rest. Playrooms had cosy spaces for children to relax and blankets were easily accessible to children.

Quality indicator 1.3-Play and learning

Most children were happy and having fun as they played on their own and with friends. Children were supported in the 3-5 room to be creative through mixing their own paints, experimenting with colour and creating their ideas. Children told us they liked to paint, play outdoors, dance and sing. Younger children could create using large chalks and pencils. We asked the service to look at extending children's opportunities in the under 3 room to ensure their experiences promoted rich, sensory development through provision that is right for them.

Children were actively involved in leading their play and had ownership of choosing resources for the garden. Outdoor resources in both gardens promoted children to develop fine and gross motor skills and engage in imaginative play. Staff had considered children having access to literacy and numeracy activities outdoors. They provided books, mark making materials and number games. Children enjoyed the freedom of being able to access the outside independently where they were able to be active and enjoy playing in the fresh air. We discussed with the service that further development of the garden areas would enhance children's play and learning. They recognised this as an area that would benefit from further development.

The service had some connections with the local community. Children and families had signed up to take part in Book bug sessions, led by staff in the local library. One parent told us they would like to see children having more access to learning in the wider community. We shared this with the service who had plans to access local green spaces and beach area as part of their nature experiences. This would promote a sense of wonder and appreciation as children learn in their wider community. Parents and children enjoyed taking part in weekly stay and play sessions. One parent said, "I enjoy that they allow parents in for stay and play as it's nice to see them with friends and what things they get up to".

Children benefitted from staff documenting their learning in their personal learning journals. To ensure children experience deep and meaningful learning, we discussed the importance of all staff engaging in a consistent approach to planning and evidencing children's progress. This would ensure that children's interests and next steps in learning are supported at a pace that is right for them.

Children who required specialist input from visiting services were supported in the environment that made them feel secure. The service had detailed plans in place that ensured children received the support they needed. We spoke with a visiting professional on the day of our visit. They told us that staff worked well with them, and they were confident strategies suggested were carried out. As a result, children were supported to reach their full potential.

Areas for improvement

1. To ensure children's health and wellbeing needs continue to be met the service should review medication regularly in consultation with parents and in line with the Care Inspectorate guidance 'Management of medication in daycare of children and childminding services.'

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? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 2.2 -Children experience high quality facilities

Children experienced a comfortable setting that was furnished appropriately. Windows provided natural light and ventilation, that helped to promote children's wellbeing. Staff had been working on their learning environment in the 3-5 provision. As a result, children benefitted from inviting spaces that promoted curiosity and exploration.

The setting was clean and maintained and staff were clear about the arrangements for following Infection prevention and control practice, such as good hand hygiene and the use of personal protective equipment (PPE) that supported the wellbeing and safety of children. Staff also promoted good hand hygiene outdoors. They had created an outdoor handwashing facility that children accessed independently.

The service had staff trained in first aid and we found all staff responded with a caring and reassuring manner when an accident occurred. Children told us staff were kind and they knew who could help them. Regular review of risk assessments ensured staff were involved and aware of risks and how to keep children safe. Staff worked well together to identify and remove risks across the day using their daily risk assessments. This ensured that children's activities were not compromised, and they were able to have fun.

Children had space to play and explore both indoors and outdoors. They were able to move around independently. We asked the service to considered that some indoor play areas in the under 3 room would benefit from re-organising to reflect younger children's stage of development, interests, and curiosities. For example, some children were engaged in schematic play (pattern of play) and liked to climb. This would ensure children's interests were met.

How good is our leadership? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 3.1 -Quality assurance and improvements are led well

The management team and staff were committed to making improvements to the quality of the setting. Staff worked well together and valued everyone's role and experience within the team. New staff were supported by a mentor and received an induction pack that helped them get to know Buckhaven nursery and settle into their role. This ensured children received consistent care and support as staff had a clear understanding of their role.

Staff had engaged in self-evaluation using best practice guidance such as 'How good is our early learning and childcare' and The Care Inspectorate 'A quality framework for daycare of children, childminding and school aged childcare'. We encouraged the service to now look at the progress made, the impact of outcomes for children and record this to support their journey of continuous improvements. The service had begun to establish monitoring systems to ensure consistency across how children's learning is recorded.

The service improvement plan included developing literacy through rich experiences and interactions, developing a stimulating, nurturing environment and to embed numeracy throughout the curriculum. These improvements were displayed in both provisions and showed some evidence of progress made.

Parents had opportunities to leave feedback in a book and we could see evidence displayed from questionnaires previously given to parents. We asked children what they would like to do more of in nursery. One child told us they would like to do more baking. We shared this with the team who agreed to include this in weekly planning. We encouraged the service to look at ways to gather and include children's and parents feedback in their improvement plan.

Parents received regular updates through newsletters, an online platform and verbal communication. This helped parents feel included in their child's learning. Staff told us parents were invited to look at their child's personal learning journals and discuss next steps but recognised they were overdue and were taking place that week. We found that there were inconsistencies in the frequency of these chats as documents had not been completed. We encouraged the management team to include the monitoring of journals as part of their quality assurance systems.

How good is our staff team? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 4.3 -Staff deployment

Children benefitted from a service that was staffed appropriately to support their wellbeing and right to play. Daily responsibilities were shared to support children's experiences. For example, staff were deployed to cover areas and promoted play and learning. This supported children's interests and ensured they were supervised.

Most staff engaged with children at their level to extend their learning. For example, children were supported to play guitars and sing as staff took the time to explain how to hold it, strum and play along. Another staff member sat on the floor with children as they created their model relating to their learning wall about similarities and differences. They asked questions that encouraged children to think about themselves and gave time for them to respond. As a result, children engaged in sustained play and had fun together.

Regular meetings and communications with staff helped to promote continuity of care and an ethos of support across the team. Staff worked well together and there was a culture of support and respect. Staff communicated well with each other when a task took them away from their responsibilities, so that children continued to be supported.

Children benefitted from a staff team that were committed to continuous professional learning. For example, staff had completed training in supporting communication, creating interesting provision and child protection. Staff were confident in their approach to recognising and reporting concerns. This meant that children's safety and wellbeing supported positive outcomes.

Arrangements for absence were managed well to support minimum disruption to children's routines. Staff covering were supported to understand children's needs and preferences. This meant that children experienced continuity of care that was conducive to their wellbeing.

The service referred to policies in line with local authority procedures to support the delivery of the provision. These had been reviewed and there were further plans to amend these to reflect Buckhaven nursery in consultation with staff.

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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