Cowdenbeath Primary School Nursery
Day Care of Children

45 Broad Street
Cowdenbeath
KY4 8JP

Telephone: 01383 602 449

Type of inspection:
Unannounced

Completed on:
29 January 2024

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003017086

About the service

Cowdenbeath Primary School Nursery is registered to provide a care service to a maximum of 40 children at any one time, from age two years to an age to attend primary school, of whom no more than 10 will be aged less than three years.

The service is provided from two playrooms within the main school building. The children have access to toileting facilities and a fully enclosed outdoor play area. The nursery is close to local amenities including parks, shops and woodland areas.

About the inspection

This was an unannounced inspection which took place on Monday 29 January 2024 between 08:30 and 17:45. Feedback was given on the same day. 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:

- spent time with the children using the service
- spoke with or received feedback from eight parents/carers.
- spoke with staff members and management
- observed practice and daily life
- reviewed documents.

Key messages

• Children were happy and having fun.

• Staff knew children very well, responded to their needs sensitively in line with information recorded in their personal plans.

• Staff had developed meaningful relationships with each other, children and families.

• The staff team and management team engaged with the inspection positively and were keen to take forward any suggestions for improvement.

• The management team had carefully deployed staff across the service to ensure all children's needs were being met well.

• The provider should ensure that the Care Inspectorate are notified of significant events.

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?	4 - 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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 1.1: Nurturing care and support

The staff provided a warm and nurturing environment for children, with staff being responsive to children's requests and cues. Comfort and cuddles were given freely when requested by the children. This meant children were confident to approach staff when needed, but also enjoyed independently socialising with their peers. Children were seen to be happy and settled while in the setting, confidently exploring their environment.

Staff had developed positive and trusting relationships with parents and families. Families commented positively about the care their children received and told us, "Staff are so warm, caring, friendly and professional. I feel very lucky that both of my children have had this experience at this nursery". This showed children and families were respected and valued. Children had up to date care plans containing relevant information on their likes, dislikes, and routines that were important to them. In addition, children had detailed chronologies with relevant strategies in place. These were effectively shared with the staff team who used this information to provide meaningful experiences for children throughout their time at nursery. The setting worked in partnership with families to ensure children received tailored, individualised care.

Children's mealtime experiences were relaxing and unhurried. Allowing the children to develop their independence and social skills. Staff sat with children at the table and engaged in conversation with them which ensured that this was a positive social time. Children were encouraged to self-serve and make choices. We discussed the children's independence opportunities could be developed in the 2-3 room. This would further ensure that all children's independence is well supported.

Children's voice was captured through the use of tally marks to identify their likes and dislikes for snack. This was used to plan snacks the following week. This ensured that children were meaningfully involved in planning their own snack and supporting them to develop a healthy relationship with food.

Appropriate policies and procedures were in place to support the safe administration of medication. Monthly audits of children's information that required medication were in place to ensure they consistently followed best practice guidance. This meant children's health was supported as their medical needs were being met.

Quality Indicator 1.3: Play and Learning

Children had fun with peers, and engaged in active play which benefitted their overall wellbeing and health. Children benefited from a variety of play-based learning opportunities within the nursery. We saw staff supporting children's learning when resources were added to areas when children showed an interest, for example role playing doctors. Children were encouraged to use the resources throughout their play including the outdoor area. Promoting choice, independence and children's interests.

The staff team were focused on improving literacy and numeracy opportunities throughout the environment, through developing their knowledge and skills. Most staff recently attended training about effective story telling. We could see the impact of the training within the nursery environment where meaningful discussions were taking place when reading stories with small groups of children. This had a positive impact on the children's early literacy opportunities.

Children's learning journals recorded their achievements and appropriate next steps were identified. Very good use of frameworks supported staff to monitor children's progress and plan for next steps. Responsive planning, fortnightly capture sheets, learning walls and floor books allowed the staff to identify common themes to further develop children's learning and interests. This meant that children were gaining opportunities to enjoy experiences that reflected their changing interests.

Children were seen sharing and reflecting on their experiences and learning throughout their time at nursery, by proudly showing us their learning journals. This allowed children to take ownership of their own learning.

Children had some opportunities to explore their local community through walking to shops, forest trips and visits to their local care home. The staff shared some challenges they have faced to ensure these trips happen regularly for all children who attend nursery. The setting had identified this area to develop and were working to ensure children had regular access to the local community.

How good is our setting? 4 - Good

We evaluated this quality indicator as good, where several strengths impacted positively on children's outcomes and clearly outweighed areas for improvement.

Quality Indicator 2.2: Children experience high quality facilities

The setting was well-furnished, comfortable and homely. Communal areas were welcoming and organised with space for children's belongings. Rooms had natural light, were ventilated and were mostly positive spaces for children. Wall displays were maintained and highlighted children's learning and curiosities. This supported children to be confident and comfortable at play and rest in the setting.

A wide range of resources and experiences were available to children throughout the session. Resources for most children provided appropriate developmental challenge and encouraged independence, for example children could make their own playdough and mix paint.

Loose parts were effectively used to develop children's curiosity and problem solving. Outside children explored large pieces of plastic and tyres to support them in developing their own creativity. Children told us that they were always allowed outside and enjoyed this space. As a result, children were supported to develop their creative thinking.

Some areas of the playrooms were not as homely and welcoming as others and at times appeared cluttered. We encouraged the service to continue to evaluate the environment to ensure that children consistently experience nurturing, relaxed spaces that are clutter free. This will further ensure that the environment provides meaningful experiences for children and continues to give a strong message to children that they matter.

Real life experiences were available for children such as a real tool bench, washing dishes or preparing snack. As a result, children were developing good independence skills. Regularly reviewed risk assessments were in place and effectively highlighted risks to children and staff. This supported a safe learning environment and helped to keep children safe.

Information about children was kept in a secure manner. Where information was stored electronically, there were passwords and systems in place to protect this information. Sensitive information was only shared with those who needed the information to meet children's needs. This meant, protection of children's information complied with relevant best practice.

Staff implemented most infection prevention and control routines to keep children healthy and safe. Hand washing was mostly promoted throughout the visit. For example, regularly washing their hands before snack. At times, children or staff did not always wash their hands after snack. We suggested the service continue to develop this to ensure it is consistent. This would minimize the spread of infection.

How good is our leadership? 4 - Good

We evaluated this quality indicator as good, where several strengths impacted positively on children's outcomes and clearly outweighed areas for improvement.

Quality Indicator 3.1: Quality assurance and improvements are led well

Passionate, nurturing leadership was supporting positive outcomes for children. The team were committed to delivering high quality experiences for children and families. There was a shared vision amongst the staff team which valued children's rights and recognised each individual child's potential. As a result, children's experiences were at the heart of the service.

Staff knew the service well and were developing their confidence in leadership roles. A focused and manageable improvement plan was place. A recent improvement priority was improving children's progress in literacy and numeracy. The service had taken action to improve this area and the positive impact on children's experiences was evident. The service now planned to further improve processes to ensure more robust self-evaluation which will continue to inform this plan. This will further ensure that improvements are targeted and lead to improved outcomes for children.

Staff had some informal leadership roles in the setting. The setting had plans to introduce more formal roles for staff to lead a range of developments and improvements. We encouraged the service to continue with their plans. This would further support improving outcomes for children by empowering the team to lead more focused developments.

The management team were approachable, passionate and motivating. Staff said they felt very well supported by the leadership team. Parents told us they were confident in the leadership of the setting.

Many aspects of quality assurance systems were in place, which focused on improving outcomes for children and were mostly effective. These systems should be further developed to ensure children experience sustained high quality care. For example, the regular monitoring personal learning journals and regular audits of accidents and incidents. This would further ensure children continue to experience high quality early learning and care.

The Care Inspectorate had not received notifications from the service regarding significant events. The service should ensure that notifications should be made of significant events such as child protection concerns or accidents or incidents that have resulted in further medical treatment. This would ensure that children's health and safety has been fully considered **(see area for improvement 1)**.

Areas for improvement

1. To support the health, safety and wellbeing of children and families the provider should ensure that appropriate notifications are made to the Care Inspectorate regarding significant events.

This includes but is not limited to issues such as child protection concerns and accidents or incidents when there has been further medical treatment required.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I benefit from different organisations working together and sharing information about me promptly where appropriate, and I understand how my privacy and confidentiality are respected' (HSCS 4.18).

How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 4.3: Staff Deployment

The staff team provided a welcoming environment for children. They displayed warmth and kindness, and recognised the importance of nurturing, warm and responsive attachment. One parent told us, "My child loves spending time with all EYO's in his nursery". This meant that staff had developed positive working relationships with families and children.

Staff had positive working relationships with each other, creating an inclusive and solution focussed ethos as a team. All staff commented that the strong, supportive teams was one of the key strengths of the service. This meant that staff felt valued to grow professionally and provided children with a happy and supportive environment.

Children were supported by a staff team who worked very well together to support all the children in the nursery. They communicated effectively to ensure information and appropriate strategies were in place for children. Staff supported each other throughout the day when giving individual support to some children. This provided opportunities for children to build relationships with all staff members.

Children's needs were met consistently because the right number of staff were available at all times. Staff were proactive in recognising any gaps and supervised children while also spending quality time with them. Staff followed children's lead, for example when more children chose to go outside, or wanted to play in a different room. They worked flexibly to supervise children in their play and offered a range of experiences safely. Transitions were mostly well planned throughout the day to ensure children experienced continuity of care. We discussed timings of staff providing support to children. We suggested further considerations be given throughout busier times of the day. Ensuring consistency for all children, for example at snack time. This would provide further continuity of care for all children.

Children benefitted from a skilled and knowledgeable staff team. Parents told us, "The nursery staff are brilliant couldn't fault them, they know my child very well and meet their needs, we have a great relationship with the nursery staff". Staff spoke to us about their own learning and the impact this had on outcomes for children.

An induction process was in place for new staff and this had been actioned. We suggested the service continue to develop their induction plans to ensure that they are in line with best practice guidance. This would further ensure new staff benefit from a robust induction process.

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?	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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.