Ladybank Primary School Nursery
Day Care of Children

47 Church Street
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Type of inspection:
Unannounced

Completed on:
28 November 2022

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003017097

About the service

Ladybank Nursery operates from the annexe in the grounds of Ladybank Primary School. The service is registered to provide care to a maximum of 20 children from 3 years up to an age to attend primary school.

Children have access to a playroom, large secure garden to the rear of the building, toilet facilities and other areas within the school building.

About the inspection

This was an unannounced inspection which took place on 28 November 2022 between 9:00 and 18:30. Feedback was shared following the visit. 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 11 children using the service and 6 families
- spoke with five staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced positive relationships with staff and each other.
- Families worked in partnership with the service to ensure individual needs of children were met.
- Children's learning and achievements were recorded consistently in their personal learning journals.
- Children were supported to develop independence skills.
- The service should look at improving the mealtime experience to ensure it is calm and unhurried.

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 made an evaluation of good for this key question, as several important strengths, taken together, outweighed areas for improvement.

Quality indicator 1.1-Nurturing care and support

Children experienced nurturing care and support as staff responded to their wishes. One child said, "staff are good at looking after me and helping when I need". As a result, children were happy and engaged.

Children developed skills for life through a variety of activities. For example, they experimented with paint, leading their interest to create their fire engine. There was a self-serve playdough area, however, this was not available for children to independently access on the day of our visit. We discussed with the service the importance of children having access to these experiences every day.

Children were encouraged to make independent choices throughout their session, including mealtimes. For example, pouring drinks, selecting foods and washing their dishes at snack time. Lunch took place in the school dining hall. We saw some children found the transition from nursery to the hall difficult. Once in the dining hall, children were able to collect their lunch, pour drinks and socialise with staff and other children. During this experience school aged children also accessed the hall. As a result, some children became unsettled as the noise level increased. We advised the service to look at the mealtime experience to ensure it is calm and unhurried (See area for improvement 1).

Children made decisions about their play and learning. This was documented in daily planning. We found that the system the service used to plan for children's experiences was not fully embedded. We discussed this with the team who had identified this as an area for development.

Children had personal learning journals (PLJ's). They were updated regularly in consultation with children and families.. PLJ's were easily accessible, and children enjoyed sharing their learning with us during our visit. Detailed child's plans were in place for children who were being supported by other professionals. The service had an effective system to ensure these were reviewed and updated regularly. This meant that children received the support that was right for them.

Systems for recording medication were in place. We encouraged the service to ensure all forms were completed with detail to ensure the health and wellbeing of children. The service could refer to the Care Inspectorate Management of medication in day care of children and child-minding services document. This can be accessed on the Care Inspectorate Hub

Quality indicator 1.3-Play and learning

Children directed their play and were engaged in purposeful, fun activities. Play experiences provided challenge and supported children to develop literacy and numeracy skills. The learning environment provided opportunities that promoted curiosity and imagination as children accessed age-appropriate resources. This meant that the environment and activities were inclusive of all children. Children told us they liked to play outdoors, paint, and play in the sand. Staff interacted with children at their level, extending play. This showed children that they mattered.

Staff identified areas outdoors that needed replenished. For example, we found the resource shed that promoted small loose parts play to be empty and the gardening shed had very little in it to extend interest in digging and caring for the garden. We discussed with the service the importance of staff ensuring all environments are resourced to ensure children have the same rich experiences where they choose to play.

Children benefitted from regular trips to the local woods. One parent told us they liked how children had this opportunity as their child "loved it". This meant that children had opportunities to learn in their wider community and develop an appreciation for nature.

Areas for improvement

1. To ensure a high-quality lunch time experience that meets children's needs, the service should review their current mealtime routine to promote children's independence in an unhurried and relaxed atmosphere.

This is to ensure that care and support is consistent with the health and social care standards which state that: I can enjoy unhurried snacks and mealtimes in as relaxed an atmosphere as possible (HSCS 1.35).

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, outweighed areas for improvement.

Quality indicator 2.2- Children experience high quality facilities.

The premises offered a safe, secure and well-ventilated environment that benefitted from natural light for children to play, learn and relax. It was furnished to a good standard with relevant age and stage appropriate resources for children to choose from. The team had developed play spaces for children that ensured a wide variety of experiences. We discussed how the layout of the playroom could be improved to use areas more effectively, including allowing more space for children to meaningfully extend their play. This will ensure that play is sensitive to children's needs, while offering fun, excitement and challenge.

The service had developed a range of risk assessments to minimise potential hazards both indoors and outdoors. Staff were actively involved in this process. This resulted in staff having a shared understanding of how to manage risk effectively. This also supported children to understand how to manage risks in their play.

Children had ownership of their environment. For example, putting resources away when finished. This encouraged them to be responsible and develop life skills. At times, children had access to free flow play between the indoors and outdoors environments. This meant that they had access to fresh air and benefitted from being active.

The management team had a good understanding of their role in protecting children's personal information. We found that information was stored securely, and confidentiality was respected, including in relation to general data protection requirements.

Children were encouraged and supported to wash their hands at key times and staff supported this, talking with them about the importance of having clean hands for lunch. This meant that children's health and wellbeing was promoted.

We recognised that a previous area for improvement had been made in relation to the provision for handwashing, cleaning and food preparation sinks. We found staff followed relevant infection control guidance and had an system in place to manage this. Replacing the sinks is part of a wider refurbishment programme planned for the setting. Therefore, this area for improvement will not be continued.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, outweighed areas for improvement.

Quality indicator 3.1 -Quality assurance and improvements are led well.

A well-established welcoming ethos was in place throughout the team. This was evident as staff greeted parents and children warmly and with a smile. Parents told us about relationships with the staff team which were supportive, responsive and sensitive. This meant that parent's felt valued and listened to. The vision, values and aims of the setting were clearly displayed in the entrance which supported a shared approach.

The team gathered views and communicated with families about the service. For example, they had developed a transition questionnaire to evaluate how children were supported as they started their nursery journey. Consulting with children and families should be part of the ongoing regular evaluation of the service.

Staff were developing a shared understanding of their responsibility in supporting improvements. Some staff had opportunities to develop their leadership skills throughout the setting. For example, one staff member led family learning groups. This meant that staff felt valued and empowered to contribute to the service improvement priorities.

The improvement plan was displayed in the setting and the staff had begun to evidence progress through reflective discussions. We discussed with the team that they should continue to evaluate the impact of changes in the setting to ensure positive outcomes for children and families.

Good quality assurance processes ensured that various aspects of the service and practice had been monitored effectively. For example, the team had worked on recording children's learning to ensure consistency in documenting progress. As a result, we found observations in the journals were consistent and high quality. This meant that children were supported to reach their full potential.

How good is our staff team? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, outweighed areas for improvement.

Quality indicator 4.3 -Staff deployment

Staff recognised the importance of nurturing interactions as they worked together. This provided a happy environment for staff, children and families. As a result, children felt valued, loved and secure.

There were an appropriate number of staff to support children on the day of our visit. We recognised that due to staff absence this was a change to the team's working pattern. The manager had deployed staff to minimise disruption to children's routine to ensure continuity of care.

Some staff were skilled at engaging and interacting with children to support experiences. For example, one staff member offered to read a story as they were aware of the increased noise level. Many children joined in, sitting closely, and engaged with the book.

Staff took part in weekly team meetings with the manager to plan for children's experiences, reflect on guidance and discuss service developments. Embedding the use of the systems the service has in place will ensure a consistent approach to communication, planning and support the team on their journey of improvement.

Staff took part in regular appraisals with the manager which provided opportunities for them to talk about their strengths and development needs. As a result, children benefitted from a committed team who were focused on supporting positive outcomes for children, families and the service.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The service should review their provision of the handwashing, cleaning and food preparation sinks within the nursery. We recommend the service use best practice guidance to do this.

National Care Standards Early Education and Childcare up to the age of 16- Standards 2: A Safe Environment.

This area for improvement was made on 2 May 2017.

Action taken since then

The service had a system in place for the management of handwashing, food preparation and cleaning. Staff had used best practice guidance. We found that improvements had been made.

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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