Saline Primary School Nursery
Day Care of Children

Oakley Road
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Telephone: 01383 602 430

Type of inspection:
Unannounced

Completed on:
26 June 2023

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003017107

About the service

Saline Primary School Nursery is a daycare of children service which is provided by Fife Council. The service is situated on the same site as the primary school in the village of Saline. Children benefit from a large open plan playroom with kitchen area, cloakroom and children's toilets. The enclosed outdoor space provides children with free flow access to outdoor learning opportunities.

The service is registered to provide a care service to a maximum of 44 children at any one time. Those attending the service should be aged between three years to those not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on Monday 26 June 2023 between 08:30 and 17:15. 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 in the service
- reviewed digital responses from eleven families and two staff
- spoke with staff and management
- observed practice and interactions with children
- reviewed documents.

Key messages

- Children experienced a warm and nurturing approach from a caring staff team.
- Children had fun as they were meaningfully and actively involved in leading their play and learning.
- The manager and staff team were committed to delivering a quality service.
- Children had free-flow access to the enclosed outdoor area.
- The service should continue to review lunchtime experiences for children.
- Personal plans should be formally reviewed at least on a six monthly basis.

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

The warm, caring and nurturing approaches experienced by children meant they were confident and happy as their wellbeing was supported. Staff had developed positive relationships with children and knew them well. They were quick to respond to children's needs and requests, and supported them appropriately. This meant that children felt valued and respected as individuals as their needs were being met.

Nutritious meals and snacks were provided by the service. Some families chose to provide a packed lunch from home. The service had been reviewing, making changes and reflecting on lunchtime experiences for children. Children with packed lunches enjoyed a calm and relaxed atmosphere as they ate their lunch in the playroom. The manager and staff team explained how they were keen to provide this opportunity for all children. At the time of inspection children ordering school lunches ate their lunch in the school dining hall. Staff sat with children as they ate which ensured they were safe. Children were served lunch and independently returned their trays and cups when they had finished eating. We discussed ways to further promote children's independence. For example, children pouring their own drinks and self-selecting food items at lunch time. The dining hall experience became noisy as children finished eating and waited for their friends. The manager and staff team were working to find a solution to ensure a positive lunchtime experience for all children.

Personal plans had been developed and included the views of parents and children. Staff used this information, alongside information shared informally by families at drop off and pick up time, to support children's routines. We suggested developing plans further to include informal updates from families, and strategies used to support children. Personal plans should be formally reviewed, updated and signed by parents at least on a six monthly basis. This would promote consistency and continuity of care for children and ensure their needs were fully met. (See area for improvement 1).

Systems were in place for the safe storage and recording of medication. We observed children being supported as medication was delivered in a sensitive manner. We reminded the service of the importance of reviewing this information every three months, or termly, with families.

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

Quality Indicator 1.3 - Play and learning

Children had fun as they were meaningfully and actively involved in leading their play and learning. They benefitted from a skilled staff team who were responsive and planned play experiences that promoted children's choice, based on their interests. We observed children being supported to extend their thinking by staff through the use of effective questioning. For example, children were excited as they worked together to make a space rocket. They were supported to follow their interest and have fun as they wrote numbers to count down to launch. As a result we could see that children were busy, engaged and progressing well.

Planning approaches were child centred and responsive to children's interests and needs. Their learning was recorded through observations, and possible next steps were identified by staff. Most parents told us that they were happy with the progress their child was making. Some felt that children's learning could be shared with them more often. One parent said, "more updates on seesaw would be great." Staff met with the nursery teacher to discuss and assess children's progress and identify any support needs. This ensured children were being supported and encouraged to reach their full potential.

Staff worked well together and met regularly to share observations of children's play and learning. Sharing information about children meant that staff supported and encouraged them to take forward and develop their interests and learn new skills.

Areas for improvement

1. To support children's overall wellbeing the service should ensure personal plans are reviewed and signed by families at least on a six monthly basis.

This is to ensure I experience high quality care and support that is right for me and is consistent with the Health and Social Care Standards (HSCS) which state that '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).

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 setting that was comfortable and well furnished. Thoughtful displays, such as family photographs in the entrance hall, immediately gave children and families a sense of belonging. Consideration had been given to create areas for children to rest and relax, both indoors and outdoors. We discussed the layout of the playroom and encouraged the service to consider how the space supports children's experiences. Best practice documents, such as Realising the Ambition: Being me, could further support this. This would ensure the needs of all children were being met, and give them a clear message that they matter.

Staff had a good understanding of the positive impact that outdoor play had on children's overall wellbeing. They had daily free-flow access to the enclosed outdoor area which offered them choice and challenge. Staff told us of the improvements that had been made, and how children had been involved in planning future developments. Children could develop their gross motor skills as they climbed and safely explored risky play. Loose parts resources encouraged their creativity and problem solving skills. For example, children used pipes and guttering to build a tunnel and road for small cars. Staff had worked hard to create fun learning opportunities in the limited outdoor space available to them. This meant that children were learning about the benefits of an active lifestyle that promoted their health and wellbeing.

Risk assessments ensured that children's safety was promoted as potential risks had been minimised. Infection prevention and control routines were embedded and supported a safe environment. The playroom was clean and ventilated throughout the day. Children were encouraged to wash their hands at key times.

We suggested adult supervision of handwashing to ensure all children were supported. This would further enhance routines and ensure they were robust.

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 manager and staff team were committed to delivering a quality service for children and families. They had a shared vision and their values were evident in the nurturing interactions we witnessed during our visit. Staff were gaining confidence in their capacity as they began to take some responsibility for leading change. They were developing an understanding of the impact they each had on improving outcomes for children. As a result children benefitted from a staff team who were motivated and responsive to meeting their needs.

Weekly meetings provided opportunities for staff to come together to share their observations and discuss planning. Consideration had been given to staff working patterns, and minutes were recorded to ensure everyone was involved. It had been agreed that meetings were not long enough and were to be extended. This would give staff opportunities to formally reflect and evaluate what was working well and where improvements could be made. Staff told us, "Creating regular meet ups would add more consistency to ensure we are implementing all the improvements in a timely scale." This would also ensure a culture of continuous improvement was promoted, where self-evaluation was understood to be everyone's responsibility.

The service understood the importance of parental involvement and the impact this had on outcomes for children. Families were welcomed into the nursery to drop off and collect children each day. The manager and staff team were keen to involve families and encouraged them to share their views through questionnaires, for example. These should be considered, along with the views of children and staff, as a starting point for future improvements. This would further promote partnership working and ensure children and families views are represented.

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

Staff knew children well and secure relationships between them were evident in the kind and compassionate interactions we observed. We witnessed children being supported and reassured by staff in ways which were appropriate to meet their needs. One child told us, "the nursery teachers are kind to me." Feedback from parents was mixed, with differing views. These have been shared with the service to contribute to their development plan. However, almost all agreed that staff were welcoming, helpful and kind. One parent shared, "The staff very much treat my child as an individual. The team are warm and friendly. The kids seem happy and nurtured. My child is thriving." As a result children's emotional wellbeing was supported and their needs were being met by staff who knew them well.

Children benefitted from a staff team with a range of skills, knowledge and experience, which supported their care and learning. Positive relationships within the team meant that staff communicated well with each other. This ensured children were safe and engaged in quality experiences throughout the day.

The manager recognised and valued the importance of ensuring that the service was appropriately staffed at all times. We suggested they paid particular attention to where staff were deployed during lunchtimes. This would help to promote continuity of care and support for all children at these busy times. Staff were flexible and breaks were planned to minimise the impact on children, whilst making sure they had time to rest and be refreshed.

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	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?	4 - Good
4.3 Staff deployment	4 - Good

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