Carnegie Primary School Nursery
Day Care of Children

Carnegie Primary School
Pittsburgh Road
Dunfermline
KY11 8SS

Telephone: 01383 602 460

Type of inspection:
Unannounced

Completed on:
10 June 2022

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2011285808

About the service

Carnegie Primary School Nursery is provided by Fife Council. The early learning and childcare service is part of modern purpose-built school campus with access to two playrooms and a large, enclosed garden area. It is located in Dunfermline, Fife and is close to local amenities such as shops and public transport links.

About the inspection

This was an unannounced inspection which took place on Wednesday 8 June 2022 between 09:15 and 15:45. One inspector carried out this inspection and carried out email exchanges with families and the manager. We provided feedback using Teams technology on Friday 10 June 2022.

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 emails from 3 families
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

Children were engaged in their play and were exploring the resources and activities with confidence.

Staff were nurturing, caring and compassionate and this approach encouraged positive connections with children.

Staff interactions were meaningful, and they used effective questioning to extend children's thinking and widen their skills.

Staff worked well together and communicated effectively which resulted in children being kept safe.

Mealtimes were relaxed social experiences for children and promoted independence.

Strategies were in place to ensure all children's needs were met. This enhanced children's learning and ensured all children were supported to be included.

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?	5 - Very 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.

Children were happy, settled and engaged as they moved independently between indoors and outdoors. Effective communication systems were in place to ensure children were safe and accounted for. Staff were aware of the care inspectorate SIMOA campaign, which enhanced their practice and kept children safe.

A key strength of the service was the individual support strategies that were in place for some children. Staff worked in partnership with professionals to support children and families to ensure that children's individual needs were met. Using universal strategies such as 'sign along' with all children supported the positive and inclusive ethos of the service.

Each child had a personal plan in place which contained information necessary for staff to meet their needs and ensure consistency and continuity in care routines. These were regularly reviewed to ensure that all information was current.

Mealtimes were calm, relaxed, and unhurried experiences for children. Careful consideration had been given to this and children were encouraged to be independent and make choices. Children chose when they wanted to have snack, and this ensured that their play was not disrupted. Staff sat with children and this approach ensured that children were having a positive social experience at both snack and lunchtimes. Children who required support with food were supported in a sensitive way by caring staff. Parents also commented on the positive mealtime experiences on offer as one parent told us, "I also love that it is so inclusive, and everyone eats together, teachers too, I just think that is so nice and makes for a comfortable environment".

Planning approaches were child centred with children being actively involved in planning and leading their own learning. Learning walls were used effectively to record children's learning, and by displaying these at children's level gave them a sense of ownership of their environment/play space. Children were keen to share their current learning with us. This contributed to children feeling valued and respected. Floor books effectively captured children's thoughts, ideas, and discussions. This further highlighted staff's responsive approach to children's interests and their learning.

The resources and experiences enabled rich learning opportunities and promoted challenge. Children were encouraged to explore resources and staff had a clear understanding of child development. Staff were adding further value to children's play and learning through their carefully considered interactions.

How good is our setting? 5 - Very Good

The setting was clean and well ventilated. Plenty of natural light created a welcoming atmosphere. Children had free flow access to a secure and large garden area from both rooms. Careful consideration had been given to the development of the outdoor space. For example, a large area provided a stimulating space where children comfortably engaged with a variety of loose parts resources and benefited from taking risks in their play. Staff were enthusiastic about outdoor play experiences. The service was well equipped with appropriate children's clothing to ensure that they could benefit from outdoor play throughout the year. Children accessed local woodland on a regular basis. This supported them to develop important links

with their wider community which helped them to feel included.

Careful consideration had been given to the layout of the indoor space to support all children to independently choose where they played. There were spaces for children to play in groups and individually. The resources were of a high standard and children had many opportunities to explore, be curious and creative. These spaces also reflected children's current learning and interests. Resources provided children with the opportunities to extend their own learning. For example, children could mix their own powder paint. This resulted in children having high levels of engagement as they were valued, included and responsible in leading their learning.

Regular room audits and evaluations supported staff to reduce potential risks in the play spaces. Staff had a clear understanding of infection prevention and control measures and took the necessary precautions to prevent the spread of infection. Robust risk assessments ensured that children benefitted from a safe and clean environment.

Staff worked well together and communicated effectively to ensure children's safety was a priority. There were clear systems in place which supported children to move across the two rooms and staff could always account for their whereabouts. Staff sensitively supported children to understand the procedure by using coloured lanyards when children wanted to move rooms. This enabled children to choose where they played which showed they were respected.

How good is our leadership? 5 - Very Good

We found significant strengths in the leadership within the service and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

The vision values and aims of the service were embedded, staff and children had a shared understanding of this, and it contributed to the positive ethos of the service.

An improvement plan was in place which was created with staff to enable a shared vision. Feedback was regularly sought from children and families to ensure their wishes and choices were fully considered. This supported the management and staff to be reflective and encouraged children and families to feel included in the life and development of the service.

Learning journals were regularly updated. The nursery teacher had been supporting staff with quality observations and next steps. Quality assurance systems provided opportunities to ensure a consistent, high-quality approach was maintained.

Quality assurance systems were detailed and supported ongoing improvement. Staff regularly evaluated learning opportunities and resources available. This resulted in children experiencing a rich learning environment which encouraged them to be creative and curious. Regular team meetings and opportunities to communicate empowered staff to discuss, identify and take forward areas for improvement. This supported staff to understand their role in improving the service and the confidence to initiate change when identified.

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.

Children benefitted from an experienced and caring staff team who knew them well. Staff had clear roles and responsibilities and worked well together to share their wide range of skills and experience. This resulted in high quality interactions with children. Staff had developed strong relationships with families, and this ensured they were included in the care of their child and their preferences were valued. One parent told us, "The staff are so friendly and kind, for me, it's all about the staff".

There was continuity of care across the day. During busier times of the day such as lunch time, staff worked effectively together to ensure that children's needs were met. Routine tasks were carried out with little or no impact to children. Transitions were seamless and well planned with children being comfortable about what was happening next. Children were encouraged to feel included, respected and valued as they understood the routines of the day. During periods of staff absence appropriate measures ensured these were managed effectively to support minimal disruption and to ensure continuity and familiar adults were supporting children and families.

Staff told us they felt supported by the leadership team. Regular communication enabled staff to feel included and valued towards the development of the service. The induction process had been developed using the National Induction Resource and this approach enabled new staff to feel welcomed and valued by the team. Staff were committed and enthusiastic about providing high quality care for all their families.

A mentoring programme was in place which empowered staff to share their individual skills and knowledge. This approach built on existing strengths and supported all staff to further develop their practice and skills. This allowed children to benefit from consistent high quality experiences.

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

In order to reduce the risk of the spread of infection during the pandemic, the provider must ensure that enhanced hand hygiene measures are in place for children and staff in line with current guidance. Staff should work with children to improve their handwashing practice, for example, ensuring this lasts for 20 seconds. There should also be adequate facilities in place to support effective handwashing including a lined, pedal bin for contaminated waste. This must be achieved by 4 June 2021.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that "I experience high quality care and support based on relevant evidence, guidance and best practice." (HSCS 4.11).
This is also in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) Regulation 4(1)(a)(d) Welfare of Users.

This area for improvement was made on 26 April 2021.

Action taken since then

Effective hand washing practices are now fully embedded into the daily routine. Children are effectively washing hands for the recommended 20 seconds. Staff support children when needed using a handwashing song. Pedal bins were in place throughout the service to further support infection prevention and control procedures.

This area for improvement has been met.

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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

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

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