

Whitehills School Nursery Day Care of Children

Forbes Road
Whitehills
Banff
AB45 2LX

Telephone: 01261 861431

Type of inspection:

Unannounced

Completed on:

5 September 2019

Service provided by:

Aberdeenshire Council

Service provider number:

SP2003000029

Service no:

CS2003015736

About the service

The service was previously registered and transferred to the Care Inspectorate on 1 April 2011.

Whitehills School Nursery is registered to provide a care service to a maximum of 32 children aged from 3 years to not yet attending primary school.

The service operates from two rooms that are connected by an intervening space, generally used as a snack area. A large, fenced outdoor play space with hard surface and lawn was directly accessible from the playroom. The nursery also had use of the hall and the school dining room for the purposes of lunch.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC; safe, healthy, achieving, nurtured, active, respected, responsible, and included (also known as SHANARRI).

The aims and objectives of the service include:

- to provide a broad, balanced range of relevant, challenging experiences and opportunities that are responsive to children's individual needs
- to promote progressively children's understanding and the skills in key aspects of emotional, personal, creative, physical and intellectual development so that they all achieve their best
 - ensure that childcare and learning are effectively integrated by promoting constructive and practical partnerships involving staff, the children and their families and professional agencies
 - ensure a team approach with all staff feeling valued and to provide support to individuals.

What people told us

There was a total of 24 children present during the inspection. We observed children being happy; they were able to choose what they wanted to do and moved around the play space independently. Children played outdoors throughout the session, some for longer periods than others. Small group activities included an outing to the library and within the nursery for a book bug session, they listened well and also took turns to ask questions. Many children were new to the service but were settling very well.

Five parents returned completed Care Standards Questionnaires (CSQs). We spoke with five parents face-to-face. They all told us that they found the staff friendly and approachable and for those that were new, they were really happy with how their child was settling in. Parents were happy with information sharing and felt very welcome at the service. Specific comments included:

'I really like the coffee and chat session, I think it's a good idea'

'outdoor play is great and they go out a lot too'

'my child always has lots of stories to tell me, I am really happy'

'my child thoroughly enjoys their time at nursery, they are always excited to be going'

'I am very happy, staff do a fantastic job, my child has a fantastic relationship with all of them'.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their plans for improvement.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	4 - Good

What the service does well

Children experienced a stimulating and vibrant environment. The arrangement of activities and resources were being thoughtfully arranged so that children were able to make choices in their play. Children were cooperating well with each other during play and they were being encouraged to see each other's point of view. We saw that children shared tasks when busy in the mud/messy play kitchen and when building a tower together and when building a house in the construction area.

The manager and staff knew and were getting to know each of the children and their families well. Systems were in place to support early intervention and an holistic approach to the wellbeing of the children that encompassed Getting It Right for Every Child (GIRFEC). The sensitive and responsive interactions of enthusiastic and well meaning staff, alongside the nurturing environment, resulted in children being happy and confident individuals. Parents told us that the key worker role worked well and that they felt the service offered opportunities for them to be involved in their child's care and experiences.

Snacks and mealtimes endeavoured to provide a positive eating experience for the children as they sat down together and were able to chat with each other. Staff also helped the children to learn good social skills and behaviours associated with eating and drinking. Children clearly enjoyed being involved with the preparation of foods at snack time, setting-up at mealtimes and being independent, helping themselves, where possible. Foods provided aimed to support a well balanced diet and complied with children's dietary needs and food preferences, as identified by parents.

Children were able to take part in free flow play between the indoors and the outdoors. All of the children chose to be outside for varying periods during the session. Children were confident in determining what clothing was needed when they chose to go out, putting it on and off themselves, with help from staff if needed. Children had fun being creative in the mud/messy kitchen, digging, painting, building with a variety of loose part materials, water play with paint brushes and climbing on the adventure frames or playing active games together. Children also took part in community activities such as woodland sessions, visits to the library, the local fish shop, beach and intergenerational visits to a support service. Such experiences helped to extend children's physical, emotional and social wellbeing, and develop skills to challenge and manage risk.

Clear line management responsibility was in place for child protection. Staff had completed local authority training which contributed to them having an appropriate understanding of safeguarding children. Chronologies were used for the purposes of assessing and understanding needs/risks. Documentation was in place to support the safe management of medication.

The manager for the service had been appointed the previous year. Their knowledge and experience of early years and completion of a relevant qualification, was beneficial in establishing clear direction and focus for the setting. Staff were being well led and despite being a relatively new team, they worked effectively together and shared roles and responsibilities. The manager demonstrated a clear commitment to continual improvement. Systems of evaluation involved staff, children and parents/carers in recognition of the valuable contribution they had to offer in making the provision better.

What the service could do better

Information related to a child's needs, such as strategies and action taken are consistently recorded and dated within the personal plan, so that a coordinated approach to wellbeing is maintained.

Natural and consistent use of the SHANARRI wellbeing indicators would enable children to have a wider understanding and ownership of them, such as making better associations with play activities, helper roles within the setting and home links with parents. We provided some examples to the manager and staff during feedback.

To support good practice, as required medication is reviewed a minimum of three monthly or at the start of the new term to check that medication is still required, is in date and the dose has not changed.

We discussed with the manager how observations and the impact of training would also support analysis and reflection. We suggested that a standard agenda and concise action plan for formal staff meetings may also be beneficial for the purposes of evaluation.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

The head teacher and staff should ensure that medication procedures follow good practice guidance and that as required medication is kept under review to support the wellbeing of children using the service.

National Care Standards, Early Education and Childcare up to the age of 16: Standard 3 - Health and Wellbeing.

This recommendation was made on 30 November 2015.

Action taken on previous recommendation

Appropriate documentation was in place to support the safe management of medication.

Recommendation 2

The head teacher and staff should continue to establish formal and effective, evaluation and monitoring systems that involve children, parents/carers and staff to support improved outcomes for children.

National Care Standards, Early Education and Childcare up to the age of 16: Standard 13 - Improving the Service and Standard 14 - Well Managed Service.

This recommendation was made on 30 November 2015.

Action taken on previous recommendation

The new manager had and was continuing to establish effective systems of evaluation.

Inspection and grading history

Date	Type	Gradings								
30 Nov 2015	Unannounced	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	4 - Good	Environment	4 - Good	Staffing	4 - Good	Management and leadership	4 - Good
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Environment	4 - Good									
Staffing	4 - Good									
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Environment	4 - Good									
Staffing	3 - Adequate									
Management and leadership	3 - Adequate									
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