

Crombie School Nursery Day Care of Children

Hays Way
Westhill
AB32 6XZ

Telephone: 01224 740900

Type of inspection: Unannounced
Inspection completed on: 4 October 2017

Service provided by:
Aberdeenshire Council

Service provider number:
SP2003000029

Care service number:
CS2003015702

About the service

Crombie school nursery has been registered with the Care Inspectorate since 2011. The service is registered to provide a care service to a maximum of 30 children within the main nursery, in addition a maximum of six children may be cared for in the developmental nursery.

Other conditions unique to the service:

The age range of the children will be from 3 years to those not yet attending primary school.

The service will comply with the following staffing: Age of children ratio for adults to children aged 3 years to those not yet attending primary school - 1:8. Where children aged 3 and over attend facilities providing day care for a session which is less than a continuous period of four hours in any day, the adult: child ratio may be 1:10 providing individual children do not attend more than one session per day. A minimum of two members of staff to be on duty at any one time.

The service is provided from Crombie Primary School in the Westhill area of Aberdeen. Children have access to a large playroom with a wide range of activities and resources. There is a large enclosed outdoor area which children have free flow access to in all weathers. The service is within easy access to the local schools and amenities such as the library, community centre and various parks.

The aims of the service include:

'To provide a well planned, broad and balanced range of relevant, challenging experiences and opportunities, which are responsive to the children's individual needs and help them to learn through play.'

We compiled this report following an unannounced inspection which took place between 8:15am and 3:15pm on 4 October 2017. The inspection was carried out by a Care Inspectorate Early Learning and Childcare Inspector.

Due to the short notice of our inspection we did not issue questionnaires prior to the inspection. However, we spoke with parents to inform the inspection.

During the inspection we spoke to the head teacher, staff, children present and parents. We observed the care given by the service and looked at a number of documents including health and safety records, children's records and certificates of training.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is 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. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

There were 28 children present during the inspection. Children were confident and happy in the service. Children had a wide range of activities and were engrossed in their play. Some of the comments from children were:

"I can climb this tree, but I don't go too high as it's not safe."

"I found this seed and it is very jaggy."
 "I like being outside and running around."

We spoke with four parents during the inspection. Parents were very happy with the service and the quality of care provided for their child. Parents made the following comments:

"I love that my child gets to go outside for a full session to explore the outdoors. As parents we also get opportunities to get involved in the service and to take part in stay and play sessions."

"My child gets to be involved in decisions in the service like what to have for snack and activities to set up for the session."

"My child has their own leaning journey which really tells the story of my child's learning."

"The staff are lovely and have children's interests at the centre of the work they do."

"There are floor books of activities children have done and want to do. As parents we can make comments in floor books based on activities and interests from home."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at the service improvement plan and quality assurance paperwork, which was detailed and focused on the development of the nursery based on children's needs. We discussed with the service the importance of quality assurance and reviewing practice to ensure the service is meeting the needs of children.

From this inspection we graded this service as:

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

What the service does well

Children were cared for in an environment that supported them to explore their capabilities and develop their learning. Staff achieved this through providing both planned and spontaneous activities for children to engage in. Children were supported to be healthy and active during outdoor play. The nursery offered two full outdoor sessions each week. These sessions encouraged children to follow their curiosity and engage in the environment around them. Staff supported children to make safe choices and identify risk to keep themselves safe. Risk was discussed with children throughout the session encouraging children to be confident during play. For example children were able to explore their abilities when climbing trees and steep embankments.

Staff regularly accessed training and evaluated what they had learned to see how it would impact on outcomes for children. Through the use of materials from outdoor training courses staff had developed the outdoor play environment and provided more opportunities for children to be active.

Children were supported by staff who responded to their individual needs. Staff achieved this through the use of detailed care plans and daily logs. This provided consistency of care for children and ensured children were achieving and supported in their development.

Children were supported to be independent and to have a positive sense of themselves. For example children had learning journeys which they maintained and logged their achievements. Children were proud of their learning journeys and enjoyed showing them to their friends, families and visitors.

The manager and staff worked with parents to involve them in the development of the nursery to enhance opportunities for their children. Parents regularly attended stay and play sessions and were involved in activities and games. During these sessions parents were encouraged to give feedback on the nursery and suggest ideas to further children's development.

Working with staff and parents, the manager developed the nursery to support children achieve their potential. The nursery made use of their development plan to focus on areas for development and the effects improvements would have on children's outcomes. Improvement activities were effectively evaluated to measure the impact on outcomes for children.

Staff made use of team meetings to discuss developments in the nursery and to discuss peer reviews. These were used by staff to reflect on practice to highlight areas for development, to enhance opportunities for children's experiences. Staff commented on feeling empowered to make decisions and changes to the service based on their self-evaluation of activities, resources and practice. For example, staff updated children's learning journeys to be more child centred as they observed children to show a lack of interest in their learning journeys.

What the service could do better

We observed children waiting a long time to go out and play. To further enhance children's experiences in the outdoor area, staff could develop the process used to get children ready to play outside. For example the nursery could look at developing a system for going outside that splits children into smaller groups to prevent children becoming restless. Staff acknowledged this and were planning to develop how children access the outdoors to focus on giving children the best opportunities to explore and progress their experiences.

In the services improvement plan introducing loose parts play was highlighted as an area of development. The service had not begun any work on this area yet. To develop children's cognitive and imaginative play the service should begin the development of loose parts play, sourcing resources like scrap wood and guttering.

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.

Inspection and grading history

| Date | Type | Gradings | |
|-------------|-------------|---------------------------|---------------|
| 10 Nov 2014 | Unannounced | Care and support | 5 - Very good |
| | | Environment | 5 - Very good |
| | | Staffing | 5 - Very good |
| | | Management and leadership | 4 - Good |
| 28 Nov 2011 | Unannounced | Care and support | 4 - Good |
| | | Environment | 4 - Good |
| | | Staffing | 4 - Good |
| | | Management and leadership | 4 - Good |

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Care Inspectorate
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