

Fishermoss School Nursery Day Care of Children

Berrymuir Road
Portlethen
Aberdeen
AB12 4UF

Telephone: 01224 472 875

Type of inspection:
Unannounced

Completed on:
14 October 2022

Service provided by:
Aberdeenshire Council

Service provider number:
SP2003000029

Service no:
CS2003015743

About the service

Fishermoss School Nursery is situated in the village of Portlethen. The nursery is registered to provide a care service to a maximum of 40 children at any one time between 3 years of age to those not yet attending primary school.

The service is close to shops, parks and other amenities. An enclosed outdoor area provides opportunities for outdoor play.

About the inspection

This was an unannounced inspection which took place on 10 and 11 October. 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 children using the service
- received feedback by email from five families
- spoke with staff and the manager
- observed practice and children's experiences
- reviewed documents.

Key messages

- All parents were very happy with the level of care and support their child received.
- Staff interactions were positive, kind and caring.
- Children were having fun, actively leading their play and were fully engaged.
- There was a wide range of high quality resources, offering children opportunities for challenge, creativity and problem-solving.
- Staff training had a positive impact on practice and outcomes for children.

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?	5 - Very Good
How good is our leadership?	4 - 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?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

1.1 Nurturing Care and Support

Children were happy and settled during our visit. They experienced warm, caring interactions from staff who took time to listen and respond to their needs. One parent shared with us: 'I think the staff are very friendly and down to earth and seem to be great at teaching the children, whether that be with knowledge about the world or valuable life skills. I also think they are very welcoming for both parents and kids.'

Parents spoke positively about the settling in process and how this was very much done on an individual basis for each child. 'The settling in period was great as we were able to do what suited us and our child, they settled in really well.'

All staff were very knowledgeable about children's needs and the strategies in place to support children. Staff worked proactively with other professionals to identify appropriate strategies and next steps based on individual needs. For example, one member of staff told us about the games and strategies she used with a child to support his speech. Staff also attended appointments with parents to help support a consistent approach.

Children were very much involved in the preparation of mealtimes. Children were snack and lunch helpers and learned about being responsible as they prepared the fruit and vegetables using knives. Children helped set the tables for their peers. Children enjoyed this responsibility and were clearly aware of the routine. Children self served their own lunch and then went to their tables.

Staff sat with children at lunchtimes. If portions allowed then staff ate with children promoting good eating habits. Children were offered water or milk by staff and most were encouraged to be independent helping themselves to a drink. The atmosphere was relaxed and unhurried supporting a caring and positive social experience.

Personal plans were completed with families at an initial visit. Information in plans was shared with all staff. As a result staff were very knowledgeable about children and any support needs they may have. Plans were reviewed regularly with parents.

We noted that support plans were in place for some children who had an additional support need, however, these had not always been reviewed regularly. We advised that support plans and risk assessments should be in place for all children who required them. This was actioned by the end of the inspection.

Staff spoke confidently of children's allergies and medical needs. One parent shared, 'my child's medical needs can cause a lot of anxiety and stress for myself. The nursery goes above and beyond to my child and I feel that they genuinely care and want them to be safe. I feel that the staff are mature and very professional with her, and I have no concerns when leaving her.'

Medication was stored safely following best practice. We noted a few discrepancies between medication paperwork which we discussed during the inspection with management. We also advised that asthma plans

should be in place for children. These have been actioned since the inspection. Medication forms were reviewed in line with best practice, however, we advised that parents should also be involved in this review to ensure that information is current.

1.3 Play and Learning

Children were observed to be happy and enjoying their time in the nursery. They confidently explored the spaces and resources available to them indoors and outdoors. Children could freely access the outdoors for almost all of the day.

Children directed their own play and were fully engaged in purposeful, fun experiences, through a mix of planned and spontaneous learning. Play experiences provided challenge and supported children to develop language, literacy and numeracy skills. The learning environment provided exciting opportunities that promoted curiosity, experimentation, imagination, and challenge.

Staff used skilled questioning and interacted with children in a responsive and stimulating way. They had an enabling attitude and as a result children were confident learners.

Planning for learning was based around children's interests and developmental needs. For example, one member of staff spoke about how she was supporting a child with numeracy and his fine motor skills. Observations of learning were shared with parents through the Family App. On the whole these were good and we identified some next steps for individual children which were meaningful and relevant to them. We suggested an audit of observations to ensure all observations and next steps were relevant for each child to fully support positive outcomes for children.

Observations of children's play and learning was also included in Floor books. Children's voices and drawings were very much included in these. For example, one child happily showed us the photos of when his grandparent visited which he was cutting out and sticking into the floor book.

Children were also given the opportunity to connect with the wider community with regular walks in and around Portlethen and attending the local library for bookbug sessions.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

2.2 Children experience high quality facilities

The nursery building was safe with automatic locking on the main door and interior doors. The outdoor area was fully enclosed and appeared safe.

The setting benefitted from plenty of natural light and ventilation. Children had ample space for their needs. The nursery was furnished with good quality furniture for children with homely touches and decoration. Displays were child led to support children's emotional wellbeing and to feel welcomed and included.

The setting offered children a range of rich stimulating play resources to support and develop their learning and as a result children were fully engrossed or engaged in their play.

Direct access to outdoors meant that children benefitted from regular free flow play and access to fresh air. We found this area well used by children who were engrossed in their play outdoors.

Thought had been given to children who may require rest or some time on their own and a quiet room had been created with soft lighting, a den and a sofa.

Indoors, robust infection prevention and control and food safety practices provide high levels of safety for children. Children were encouraged to wash their hands prior to mealtimes and independently washed hands at other times throughout the day. Cleaning schedules supported staff to keep the nursery environment clean.

Risk assessments were in place for the environment and resources. These identified possible risks or hazards and how to reduce the level of risk. Children were accounted for at all times and the environment was secure and safe. Children were included in risk assessing the environment and were encouraged to risk assess the outdoor area.

How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

The vision, values and aims for the setting were positive, nurturing and inclusive. These reflected the views of children, parents and staff.

The service was well led by a strong, approachable manager who delegated responsibility appropriately to staff and involved them in the development of the service. Staff had reflected well together and their self-evaluation document outlined their plans, responsibilities and demonstrated what they were working towards achieving.

Staff told us that management were very approachable. They felt the manager promoted an open door policy and spoke positively about wellbeing meetings that had been put in place. As a result we observed positive relationships between staff and management.

A quality assurance calendar was in place to support management. Regular audits were done of personal plans, medication and accidents.

We identified that more robust monitoring should have picked up discrepancies in medication paperwork and any support plans that had not been in place or reviewed. We suggested a full audit of personal plans to ensure they were completed fully and contained up to date information.

The manager particularly valued children and families being meaningfully involved to influence change within the setting. A noticeboard for parents shared the service's policy of the week and newsletter to provide families with important information.

Parents shared that communication from the staff team was good. 'The nursery communicates via the "Family" app, email, phone call and face to face at pick up and drop off. The communication has been

excellent.'

Improvements had been made to the environment since the previous inspection as the service was now in a purpose-built nursery. A floor book demonstrated further improvements to the outdoor area and how children had been involved about what resources they would like outdoors. Mind maps also identified how children were involved in specific consultations about their environment and resources.

Staff had reflected together and had a good understanding of how the service was performing. An action plan had been created and identified areas for improvement. We discussed with management how regular reviews of this would further support improvement.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

4.3 Staff deployment

The staff team worked well together and were courteous and respectful to each other. This provided a happy, safe and relaxed environment for children. Staff recognised the importance of nurturing, warm, responsive attachments and interactions. As a result children felt valued, loved and secure.

Staff were all skilled and knowledgeable. Staff had all undertaken core training and made good use of other additional training to help improve their practice. First aid training was due to be refreshed and management had arranged upcoming training. Staff reflected on their training and were able to discuss the impact of their training with us.

The service was appropriately staffed at all times during the inspection visits. Rotas were well organised. Staff were clear where they should be and what tasks they had to do. Staff breaks were planned around children's needs, for example there was plenty staff supporting children over the lunchtime period.

Staff received regular wellbeing meetings and appraisals which provided opportunities for staff to be clear on their responsibilities and development needs. Support and feedback were used constructively to build effective and professional relationships and was valued by these members of staff. As a result we were not aware of any concerns around staff attendance and staff all presented as motivated, interested in their roles and focused on supporting good outcomes for children.

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 ensure that children have daily outdoor play and rich learning opportunities the local authority, head teacher and staff should enable children's access to suitable outdoor learning environments and improve experiences to promote learning through play.

This is to ensure that children can:

- play outdoors every day and regularly explore a natural environment. Health and Social Care Standards (HSCS) HSCS 1.3
- direct their own play and activities in a way they choose and freely access a wide range of experiences and resources suitable for their age and stage, which stimulate natural curiosity, learning and creativity. HSCS 2.27.

This area for improvement was made on 18 September 2018.

Action taken since then

Children had direct access to outdoors and benefitted from regular fresh air and outdoor play.

We found this area well used by children who were engrossed in their play outdoors. The outdoor learning environment provided exciting opportunities that promoted curiosity, experimentation, imagination, and challenge.

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

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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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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