

Ferryhill School Nursery Day Care of Children

Ferryhill Primary School
Caledonian Place
Aberdeen
AB11 6TT

Telephone: 01224 586755

Type of inspection:

Unannounced

Completed on:

25 November 2019

Service provided by:

Aberdeen City Council

Service provider number:

SP2003000349

Service no:

CS2003014426

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found on our website at www.careinspectorate.com

The service was registered with the Care Inspectorate on 1 April 2011.

Ferryhill School Nursery is provided by Aberdeen City Council. The nursery is registered to care for a maximum of 40 children at any one time between three years of age to those not yet attending primary school. The nursery operates morning and afternoon sessions, Monday to Friday, during school term times.

The school had recently reviewed and revised its vision, values and aims to include:

"At Ferryhill Nursery we have a happy, caring and stimulating environment where we support our children to be active and engaged learners. We are proud of our multicultural community and celebrate the uniqueness of each family."

What people told us

During the inspection there were 45 children attending the morning and afternoon sessions. We observed these children at play indoors, outdoors and at snack time. Children were happy and busy during the inspection and spent lots of time exploring the water play equipment outdoors.

We received 22 completed care standards questionnaires from parents/carers using the service. These indicated a high level of satisfaction with the care their children received. We also emailed one parent in relation to their completed questionnaire. Parents told us:

"Not much parental involvement but a great Facebook page to keep parents informed." We noted that there was a number of ways families could be involved in the service.

"The nursery is fantastic, warm and friendly environment. My child has flourished and really enjoys time spent here."

"Main feedback I gave - how unnecessary and potentially harmful it is to split 3-5 year olds into boys and girls when doing races. Especially when neither sex represents an even split of the class (i.e. the race I took issue with had a race of 6 boys and a race of 12 girls) - this feedback was not taken on board. I still cannot fathom why they split this way and no-one could explain it to me. There is no physical difference in terms of athletic ability until puberty and I very much dislike the message it is sending to the children. I'm sure there's no other "differences" that it would be acceptable to split the children by!" The service was already aware that this had been raised as an issue.

"My children love it and have learnt so much over the last year and a half. I love when they tell me about their day or when they come out with things that I know I haven't taught them or told them about. It makes me so proud. They love their teachers. I have absolutely loved my children being at this nursery. I heard very good reports about it before my children went there and it has certainly lived up to its reputation. The teachers are all fantastic, caring, kind, thoughtful and approachable. It's been a fantastic start to their education."

"The staff at Ferryhill Primary School Nursery are fantastic and should be commended for their hard work and excellent care that they provide to the children of the nursery."

"I think the nursery has been a very nurturing and happy environment. My child has come on significantly in a caring place and become an independent soul and gained many essential skills which I might have denied them - pouring milk, chopping fruit, cutting with scissors. My child was a reluctant talker and slow with speech. The nursery really gave my child confidence to use language."

"I think the nursery is fantastic mainly thanks to my child's keyworker, who is just fantastic with the children but also great at keeping us parents informed and involved. I really appreciate the time and energy put into getting to know each child and family. The rest of the team are also great. My only slight dislike about the nursery is the ages being mixed now. When my child attended, they were with their age group only, which I feel worked better for the nursery and the children." We agreed that mixed age groups are more effective to reflect children's varied stages of learning and development.

"I really enjoy seeing my child and their friends on the nursery Facebook page, however, I would like more information about my child's own personal learning and development on the interactive learning diary or one-to-one with nursery staff or activities that we can do together at home to enable their development. The staff are lovely and my child loves going to nursery. We understand that requesting more information regarding our child's development more often may not be feasible." We noted that parents/carers were able to have termly one-to-one meetings with staff to review their children's progress.

"Out of the several nurseries my child has attended this is the only one that my child settled into within one day of being there. Usually takes them months to adapt to new surroundings. I can't praise the staff enough. They are so good and cheery with the children, that they can't wait to start their day at nursery. My child absolutely adores the nursery staff and for me my child is the best judge of character."

"My child is always happy to go to nursery - always feels needed and very comfortable there. My child loves all staff and enjoys every activity. My child likes arts & crafts, sports days and has many friends there. My child loves being busy and the variety of everyday activities to choose from. My child thinks nursery is best and they have many visitors with animals, magic and shows throughout the year. Thank you."

"My child loves going to school and is always happy to go there. The staff are friendly and always available to talk to."

"My child adores the staff and is always so excited to go to nursery even wanting to go at weekends!! My child is outdoorsy and I was worried they would be stuck inside, but at every opportunity they have the kids outside exploring, or playing. Fantastic nursery! Considering I did not want to put my child into nursery at all, I now feel so happy that I have as I have so much confidence in the staff and can see my child is gaining confidence and is so happy."

"Couldn't be happier with the nursery. My child adores it and their friends and teachers. I feel that the nursery has really supported my child in becoming an independent little person! Preparing my child for school when it comes, learning so much everyday "

"I have been delighted with the care my child receives at Ferryhill School Nursery. They have helped them to develop into such a confident individual, they have prepared them perfectly for primary one, which my child begins after the summer. The staff are kind and attentive, they always have time to discuss any concerns, and are keen to understand the child's home life and family relationships to better support all the children in their care."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We discussed the current plans for improvement and quality assurance processes. These demonstrated the priorities for development and how the quality of the service provision was being monitored.

From this inspection we graded this service as:

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

What the service does well

Parents/carers expressed a high level of satisfaction with the care their children received at this service. We noted that several mentioned how happy their children were and commented on positive relationships with staff. Staff were observed to be warm and welcoming to those arriving to collect/drop off their children during the inspection.

Children were happy, confident and settled in the service. During our visit many enjoyed leading their own play and learning indoors and outdoors. Since the last inspection, children have increased opportunities for developing independence skills.

The personal plans in place ensured that staff knew children well as individuals. These contained relevant information about children's care and support needs linked to the Getting it right for every child (GIRFEC) wellbeing indicators. Parents/carers were able to set targets to support their children's wellbeing. During the inspection some met with staff to review their children's plans and discuss their progress in learning and development.

Staff have recognised a need to plan to meet children's learning needs in a way that is more responsive to their expressed and observed interests. They had begun by introducing more choice and flexibility into the daily routine to ensure children could become more immersed in their choice of play and learning without unnecessary interruptions. Staff told us that this was a work in progress and they hoped to move to a planning in the moment approach to support children's learning and development more effectively.

Staff were keen to get it right for children and were building confidence with the new systems. During the inspection, we could see that staff and children had developed positive relationships. Staff were working hard to support children and meet their needs.

Staff were warm, nurturing and enthusiastic in their interactions with children and were working well together to ensure children felt secure. Children's achievements both in nursery and at home were celebrated and we noted that staff regularly praised children throughout the session.

During the inspection, children had good access to outdoor play and learning, fresh air and active play.

We noted that the absence of support from the senior leadership team in the last school year had impacted on the staff team, the staff valued the regular input of the depute headteacher and were more confident when this support was available. Staff were committed to improvement and told us they were on a learning journey. The depute headteacher and staff had a clear shared vision for the service, that was very much a work in progress. This was reflected in the priorities highlighted in the service improvement plan.

What the service could do better

Although staff used the wellbeing indicators well to support children, they could do more to extend children's understanding of what these wellbeing indicators mean to them. For example, children could be supported to be more responsible for caring for the resources in their playrooms.

Through observation, we could see that most children were making good progress in their learning. However, the current recording systems did not evidence this learning. "Seesaw" had recently been introduced and staff needed to be supported to use this effectively to capture and record quality observations focusing on children's significant progress in learning, highlighting progression pathways and tracking progress.

The depute headteacher had agreed to work with staff to ensure interactions were well timed and used to scaffold children's learning.

While the arrangements for the storage and administration of medication were being used safely, we noted that the procedures needed to be revised to reflect best practice guidance:

- i) including administration of the first dose of any medication to ensure children had not experienced any adverse reaction; and
- ii) to give staff clear guidance to follow in the event of a child spitting out medication.

During the inspection, we noted that the attendance registers did not accurately reflect the number of children in attendance. This needed to be rectified as a matter of urgency as it was crucial for fire and health and safety purposes that these records were maintained accurately at all times.

The environment was observed to be cluttered and over stimulating in places. However, the staff team was working on creating a more enabling environment that would support and enrich children's play and learning opportunities. Issues around free flow between playrooms and outdoors were being explored through Aberdeen City Council's approach to the implementation of the 2020 early learning and childcare expansion.

While staff confidently used Building the Ambition to audit the environment, they needed to be supported to use How good is our early learning and childcare? as an effective tool for self-evaluation.

The depute headteacher was aware that a more systematic approach to monitoring and quality assurance needed to be put in place. Monitoring needed to be more targeted, regular and focused on the quality of outcomes for children.

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

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
1 Sep 2016	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 5 - Very good Not assessed Not assessed
25 Sep 2013	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 4 - Good 5 - Very good 5 - Very good
6 Feb 2009	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 5 - Very good 4 - Good 5 - Very good

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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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