

Greenbrae School Nursery Class Day Care of Children

Aberdeen

Type of inspection: Unannounced
Inspection completed on: 23 March 2017

Service provided by:
Aberdeen City Council

Service provider number:
SP2003000349

Care service number:
CS2003014431

About the service

Greenbrae School Nursery has been registered since 1 April 2002. The service is registered to provide a care service to a maximum of 40 children at any one time, aged from three years to those not yet attending primary school.

The nursery is located within a primary school situated within a housing estate in Bridge of Don. The nursery had been newly built with an extension. The children occupy one large room with free flow access to the outdoor area. The foyer of the nursery is where the children hang up their jackets and shoes and includes a parents' area with seats, table and notice boards.

The children have access to local amenities such as parks and woods and have an outdoor day each week.

The aims of the service included:

- To ensure that pupils and staff reach their full potential in all areas.
- To encourage everyone to make healthy lifestyle choices.
- To provide a fully inclusive and supportive environment for all.
- To work in partnership with parents and the wider community to ensure that all pupils become effective contributors, responsible citizens, successful learners and confident individuals.
- To consistently provide innovative and stimulating approaches to learning and teaching.
- To create a welcoming, secure and nurturing environment for all.

We compiled this report following an unannounced inspection which took place between 8.30 am and 4.00 pm on 23 February 2017. The inspection was carried out by two Care Inspectorate early years inspectors.

During this inspection we spoke to the nursery management, staff, children and parents. We observed the care given by the nursery 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); 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 services that can help them. There are eight wellbeing indicators at the heart of Getting it right for every child: safe; healthy; achieving; nurtured; active; respected; responsible; and included.

What people told us

There were 25 children present at the time of the inspection aged from 3-5 years. Children were observed to be happy and engaged in various activities throughout the inspection. We spoke to many children during the inspection, some comments are included below:

"Look at my painting, it's for my Mummy, she likes red."

"I had muffins at home and I didn't like them but I like them at nursery."

"I am a policeman and she is a puppy."

"I like painting for my Daddy, he likes blue."

"I need an apron for painting."

"I like playing with the sand and farm animals."

Thirteen parents returned completed questionnaires to us before the inspection. We spoke to six parents during the inspection, some comments are included below:

"I think the new building works really well. My child loves coming to the nursery and the staff are approachable."

"I am very happy with the nursery. My child is very happy, settled and I have no issues."

"We get lots of information in the parents' area."

"It is easy to sign in and out and the nursery is very welcoming."

"Staff are helpful, nursery is really excellent, high tech, lots for them to play with."

"Since starting the nursery my child has developed into a confident little girl."

"We love the ILD (interactive learning diary) facility."

"Fantastic nursery."

"I am very happy with the care and experiences my child has at nursery."

Self assessment

The Care Inspectorate received a fully completed self-assessment from the provider. The provider identified what it thought the service did well and gave examples of improvements in outdoor play with 'Outdoor Wednesday' trips. The self-assessment clearly identified some key areas for improvement such as floorbook planning and how the service intended to take these forward. The provider told us how the people who used the care service were involved in the self-assessment process and how their feedback directed the development of the service.

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

The children in the nursery were provided with a very good quality of care and support. The staff were warm and caring towards the children. They were aware of the needs and interests of the children and took time to respond and help them to join in with activities. Positive attachments between child and carer help them feel more settled at nursery.

The nursery provided a bright and stimulating environment for the care of young children. It had well-defined, meaningful areas for play, and inviting and varied activities helping the children to achieve in their learning and promoting children's choice. Staff were friendly and welcoming to parents and children and children looked happy and enthusiastic in their play.

Mind maps were displayed on the walls at each area demonstrating that the children had been involved and included in creating what they wanted to feature in that area and how it could be developed.

To encourage the children to be healthy and active the nursery room opened onto an interesting outdoor area. During the session the children were able to free flow out and in and were being encouraged to become independent in getting outside clothes on and off. This worked very well with the outdoor area constantly being used.

The children were given many opportunities to be responsible and independent. One child was mopping up water from the water tray; aprons for activities such as painting and the sand tray were at the child's height in order for them to put on and take off themselves. Children were involved in the whole snack process from preparing the food, cleaning the tables, helping themselves to food and drink and tidying up.

The nursery highlighted good practice documents in the parents' area such as Building the Ambition and My World Outdoors.

Children's records were kept using an interactive system, so that parents could see and respond online. Staff identified this is an area to be developed in more detail.

The nursery had a new management structure in place with the role of the principal teacher based within the school. The nursery also had new members of staff. The new team worked well together and had been of positive benefit to the nursery with new ideas being shared amongst staff.

The nursery had been evaluated against Building the Ambition, How Good is our Early Learning and Childcare framework and CIRCLE, an Aberdeen City Council evaluation framework, in order for improvements to be identified.

What the service could do better

Staff knew the children very well and were able to tell us about children with additional support needs and how they meet their needs. However, children's records, especially for children with additional support need to be revised to include more detailed information to ensure the specific needs of the child are documented correctly to ensure their safety. **See requirement 1.**

Staff had identified that the online diaries kept on the children did not allow easy assessment of next steps and where the children were with their current learning. They had discussed ways on how to overcome this and this

was discussed at monthly staff meetings.

During snack no staff members sat down with the children to support the social aspect of this time. One child spilled his milk in his food and it was a while before he went himself to get a fresh plate. To enhance meal times further staff should sit with the children during snack. This helps to develop social interaction, communication skills and staff can readily support children when needed.

The nursery had been using floorbooks for planning. These demonstrated a variety of work that had been done with the children such as a pirate project. The children had made parrots, a pirate ship and had fun dressing up and role play as pirates. To further improve floorbook planning these should include the source of the topic and evaluation at the end of the project to identify next steps for the children. This was something that was ongoing and had been discussed within staff monthly meetings.

Requirements

Number of requirements: 1

1. Children's support needs to be effectively met and documented in detailed care plans.

To achieve this you must ensure:

- a) that personal plans detail all identified needs of each child and how these will be supported by the service
- b) parents and other professionals are involved, if appropriate, in the development and review of the personal plan
- c) that personal plans are effectively reviewed at least once every six months.

This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/ 210), regulation 5(1)(2) Personal plans.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 3: Health and Wellbeing; Standard 6: Support and Development and Standard 14: A Well-Managed Service

Timescale: this requirement must be met within 21 days of receipt of this report.

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	
12 Oct 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
25 Nov 2009	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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