

Greenbrae School Nursery Class

Day Care of Children

Greenbrae Nursery
Greenbrae School
Greenbrae Crescent
Bridge of Don
Aberdeen
AB23 8NJ

Telephone: 01224 704447

Type of inspection:

Unannounced

Completed on:

26 November 2019

Service provided by:

Aberdeen City Council

Service provider number:

SP2003000349

Service no:

CS2003014431

About the service

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

Greenbrae School Nursery Class is a day care service for children provided by Aberdeen City Council. It comprises of one large playroom, cloakroom area and allocated outdoor play space. Greenbrae School Nursery Class 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.

We wrote this report following an unannounced inspection that was carried out by one inspector on 25 and 26 November 2019. Feedback was provided to the head teacher and principal teacher.

The aims of the service include:

"Working in partnership with staff, children, parents and the wider community, we aim to provide a welcoming, safe, happy and nurturing environment for all. Create an environment that consistently provides innovative and stimulating approaches to learning through play, both indoors and outdoors".

A full statement of the centre's aims is available to people who use the nursery.

The Care Inspectorate is committed to improving the health and well-being of all children receiving a care service. We want to ensure that they have the best start in life, are ready to succeed and live longer, healthier lives. We check services are meeting the principles of Getting It Right For Every Child (GIRFEC), Scotland's national approach to improving the outcomes 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 well-being indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured active, respected, responsible and included.

What people told us

We observed children to be happy, settled and engaged in a range of child led and some adult led experiences, indoors and outdoors. Children were supported by staff who engaged with them in open ended conversations.

We sent eight Care Standard Questionnaires to the service to distribute to parents/carers of children that used the service, six of which were returned before our visit. Six parents 'strongly agreed' and 'agreed' that overall, they were happy with the quality of care their child received at the service. We spoke with a further three parents during our visit.

Feedback provided by parents was mostly positive; parent comments included, staff made good use of space and learning through fun was evident. One parent told us that they particularly liked the new assessment sheets introduced in January which were clear and gave a record of their child's learning across the curriculum. Other parents commented that they felt that some children would benefit from more structure than the two hours of uninterrupted play approach allows for. Parents told us that they didn't know what their child was learning about in advance and they didn't feel kids were being challenged. We spoke with staff as to this during our visit and observed children during play experiences. We found children were engaged in their learning, the uninterrupted play supported their self-discovery and gave them an opportunity to connect their learning, develop independence, curiosity, creativity, team build, use their imagination and revisit their learning.

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at the service's quality assurance systems. We found that the management team and staff had a clear vision for how they would continue to support and care for the children and families using the service.

From this inspection we graded this service as:

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

What the service does well

Children at Greenbrae School Nursery Class experienced warmth, kindness and compassion and were supported and cared for by staff. This was evidenced through the Care Standard Questionnaires, observations during our visit and feedback from parents. Among the positive questionnaires returned, one parent commented that they were delighted with the care and learning opportunities provide by Greenbrae nursery. Their child has made excellent progress socially and emotionally throughout the past year they had spent there. The staff were always available to discuss concerns and parents were kept well informed about activities and events. Another parent told us that when their child started last year, for the first while, there was information on the whiteboard about what they had been doing that day, but that stopped. It has started again - perhaps it is just for new parents for a few weeks but would be useful all year.

During our visit we found that information for the morning and afternoon session was recorded on the whiteboard for parent/carers which kept them informed as to what was happening at the service each day. We spoke with management as to this during our visit; they told us that information was recorded daily and kept on the board for the school week, which gave parents/carers that attend on different days the opportunity to read.

The service had a secure entry system, a staff member welcomed children and their families at the start of session. Photographs of staff were displayed in the cloakroom, this helped parents/carers and visiting professionals in knowing which staff were in that day. A risk benefits assessment had been implemented for the service; this recorded potential hazards, who and how many people might be at risk, what measures were already in place, the severity, likelihood and risk rating, including what further action needs to be taken to reduce risk, by whom and what date.

We viewed the indoor and outdoor areas as enabling, children were engaged and productive in their play. Children had free flow access to the outdoors and were encouraged to put on own wellies and puddle suits, supporting their independence. Staff had introduced 'Loose Parts Play' outdoors; children had a mud kitchen and we saw them making a mud chocolate cake using the resources provided, building on their prior learning and expanding their vocabulary as they spoke about ingredients that they would need.

Indoor resources were accessible to children, this supported their independence and enabled them to choose activities that interested them. For example, taking part in junk modelling supported children's creativity, problem solving and mathematical concepts such as measure and size. Children played imaginatively in the home corner and ice cream shop, where they were encouraged to transport items between both. We saw

children use transferable skills that they had learned in other areas of their learning. For example, the use of real-life utensils when cooking and counting when dealing with pretend money. Children developed their language and literacy skills, whilst they listened to stories read by an adult. Water/sand resources were available for children supporting sensory play, physical development, science and mathematical concepts.

Children created models using the Duplo blocks and magnetics, there were some wooden blocks and loose parts for children to play with. We spoke with staff about including more natural resources in this area to support children's imagination, self-directed discovery, curiosity and problem-solving skills. We suggested best practice guidance documents, such as, 'Space to Grow, Indoor/Outdoor Settings and 'Loose Parts Play', which will support staff further when developing play experiences for children, helping them to engage further indoors and outdoors. Information can be found on our HUB www.hub.careinspectorate.com

Children were involved in cycling opportunities in the school playground. Some staff had been trained on Play on Pedals, this supported children's perseverance, safety and balance skills. Cycling opportunities outdoors stopped during winter months, with children having the opportunity to cycle indoors.

Children's comments were evident on the learning wall displays, we spoke with staff about including the adult voice too, this will ensure that all people that used the service felt included and their opinions valued. Within the returned questionnaires, one parent commented that more emails or newsletters would be useful, keeping parents well informed of any changes to the daily routine or events happening at the service.

Children were encouraged to form healthy lifestyle choices; through foods they ate for snack; this was provided by staff and was popular and well planned. We saw that children were involved in the preparation of snack, chopping and peeling fruit. Children named the fruits they were eating, which supported their vocabulary. Children were encouraged to choose their own utensils that were accessible to them, poured their own drink and selected their fruit with the tongs provided; this helped children to develop real-life skills and supported their independence. We suggested having tablecloths and real-life crockery, to further improve snack arrangements, allowing for a more pleasurable dining experience. Staff told us that they were aware of the NHS Scotland 'Setting the Table' guidance <http://hubcareinspectorate.com/media/177298/nhssetting-the-table.pdf> We signposted the service to 'Food Matters' and 'Fun Foods First' guidance documents to further support healthy eating at an early stage. <https://hub.careinspectorate.com/resources/children-and-young-people/playgroups-and-nurseries/> <https://hub.careinspectorate.com/media/1507/fun-foods-first-an-easy-guide-to-introducing-solid-foods.pdf>

Staff had a very good awareness of children's cultural needs and allergies; they had put safe measures in place making sure that children did not encounter these. We looked at medication storage and procedures during the visit and found these to be managed safely should a child require medication to be administered during nursery hours. We advised that the service become familiar with the Management of medication in daycare of children and childminding services' guidance <https://www.careinspectorate.com/images/documents/1427/Childrens-service-medication-guidance.pdf> This will support them when updating the consent and administration paperwork, to include a section on signs/symptoms and outcome, making sure that medication given was safe and effective. Individual forms should be in place for children to support confidentiality. Staff should ensure that parents/carers give their consent before and after medication was given.

What the service could do better

Accident forms were in place at the service and were included in children's personal plans. We saw that staff signed these, however not all parents had been informed. We spoke with staff about having separate forms for accidents and incidents with a monthly overview to record the number of accidents and incidents that happen within the month; this will support what early intervention was needed. Forms should include an outcome; this will support staff when assessing if the treatment used was effective.

During our visit we looked at the management of infection control measures that were in place at the service. Good hand hygiene was being followed by staff and children, before preparing food and after using the toilet. Staff were on hand to remind children as to the importance of this. We observed that there were potential hazards in the children's changing area, which was untidy. For example, improved storage of plastic bags and disposable gloves was needed to minimise risk and maintain safety for children.

Staff demonstrated an understanding of their responsibilities to keep children safe. A copy of the 'child protection guidance' was displayed in the playroom; we spoke with management about this being displayed for parents also. Staff knew who their child protection officer was, when and who to share information with relating to child protection concerns. Some staff had been involved in child protection training, whilst others hadn't had training in a while. Staff were good at sharing knowledge and information at their meetings in the mornings. Some staff couldn't remember the full content of what was covered in the recent training, however, were aware of child protection concerns from reading news articles. We advised refresher training was needed to bring all staff up to date.

Feedback from staff and parents told us that the service was good at working in partnership; this included meeting on a regular basis to discuss children's learning targets. One parent commented that the A3 sized focused assessment sheets provide more information than was previously available in the folders. Other parents felt that the learning journals were too descriptive and did not include the child's next steps in learning. We found that whilst observations were mostly well written within children's learning journals, these could be developed further. For example, children's observations could be more focused, less descriptive and include transferable skills learned and strategies used to support individual outcomes. Focused observations will help staff to effectively track children's learning and identify clearer next steps.

We looked at the folder that supported the Wee Green Space (Forest visit) and spoke with staff who told us that the focus each week normally related to what was happening at the nursery. We saw children had made pictures using natural materials and went on a scavenger hunt. One parent told us that they went on the visit to the Wee Green Space with the staff and children; they felt that children weren't learning anything different outdoors than they learned indoors. Staff were responsible for the photographs on Twitter and wall display detailing what happened during the visits to the Wee Green Space. We spoke about making this more evident for parents to read with further information that would support the learning that was taking place. Staff should attend parent information meetings/events to share their knowledge and skills, further promoting the risk benefits to play outdoors and how it helps children to understand their limits, develop important life skills and build resilience and persistence.

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

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.

This recommendation was made on 23 March 2017.

Action taken on previous recommendation

We reviewed personal plans that were in place for all children at the service, which included details of children's wellbeing, safety and care needs, plans were linked to SHANARRI and UNCRC, had a review sheet that supported current legislation, with a section on concern, action, impact and any other additional information. We found that further support for staff was needed in the completion of the plans by management. For example, recording information in the correct sections and being more specific in the strategies used to effectively support children's individual needs. The previous recommendation has been met.

Inspection and grading history

Date	Type	Gradings
23 Mar 2017	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good Not assessed Not assessed 4 - Good
12 Oct 2012	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 5 - Very good 5 - Very good 5 - Very good
25 Nov 2009	Unannounced	Care and support Environment Staffing Management and leadership
		4 - Good 4 - Good 4 - Good 4 - Good

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