

# Fernielea School Nursery Day Care of Children

Stronsay Place  
Aberdeen  
AB15 6HD

Telephone: 01224 318 533

**Type of inspection:**  
Unannounced

**Completed on:**  
10 February 2022

**Service provided by:**  
Aberdeen City Council

**Service provider number:**  
SP2003000349

**Service no:**  
CS2003014425

## About the service

Fernielea School Nursery provides a day care of children's service located in a residential area of Aberdeen, within Fernielea Primary school. The service is registered to provide a care service to a maximum of 40 children at any one time between three years of age to those not yet attending primary school.

The children are cared for in two linked playrooms each with integral toilets. There is a garden area adjacent to and accessible from both playrooms. The school dining room is used for mealtimes.

This was an unannounced inspection which took place between 2 February 2022 and 10 February 2022. Two inspectors carried out the inspection. We carried out two site visits and used virtual technology to complete the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, complaints information, information submitted by the service, and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- gathered views from five parents and family members
- spoke with staff and management
- observed practice and daily routines
- reviewed documents.

## What people told us

We were provided with comments from five parents. Overall, they were supportive of the nursery and told us their children enjoyed attending. They told us there had been a few changes to staff but, on the whole felt, staff were pleasant and kind and were doing a good job during very difficult times. However, most parents contacted did not feel very well informed about any changes that had taken place in the nursery and some did not feel fully informed about their child's progress. Parents spoken to found Seesaw difficult to use and time consuming, especially if they had more children in the school. Parents told us they would like a better idea of the nursery environment, perhaps with a garden visit or a virtual video prior to their child starting at the service. Parents said they had not been asked for any comments or suggestions to improve the nursery. These issues are addressed in the body of the report.

Their comments included:

"Overall the nursery is good. It's really difficult to visualise the nursery and I really miss going in. I find Seesaw difficult to use and with other children in the school, it's time consuming. They all have different log ins. There have been a lot of staff changes and I don't really know any of their names. Staff have done really well over very difficult times."

"It's a very well organised nursery and the children are always ready to go when I pick them up. One member of staff sees my child in and they are very nice. I don't see or know the other staff. I get some information when I pick my child up, such as what they have eaten but I don't like Seesaw, it's such a faff. I like when my child is part of the focus week as I feel more involved."

"We used to receive a lot more updates on Seesaw. This was especially nice since we aren't able to visit the class. It would be nice to have more updates."

"There has been a recent turnover of a few staff members but my child seems to be adapting to this fairly well."

"Overall, the nursery staff at Fernielea have been fantastic and our child absolutely loves going to nursery. "

"I am very happy with the Fernielea school and nursery and I have no concerns. My child loves to attend and comes out very happy every day. They bring home a lot of paintings or projects that they have made. I get updates about his time in nursery via Seesaw app which is a great idea, however not if you have another child for example in P1 where they use the same app and you can't have two accounts on the same device."

"My child loves to go in to nursery and often speaks about how much fun they have had with their teacher. There has been a few staff changes but my child adapted well with all of them. The only thing I would suggest is an introduction of new teachers on the Seesaw app or in person as I often don't know their name."

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We considered their own improvement plans and quality assurance processes. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	4 - Good
Quality of staffing	3 - Adequate
Quality of management and leadership	3 - Adequate

## Quality of care and support

### Findings from the inspection

We evaluated this theme as adequate. While the strengths had a positive impact, key areas of performance need to improve.

Children were supported by kind staff who were pleasant in their interactions with the children. We observed some nice small group story times and help during physical play outdoors. This meant most children were happy when freely playing and exploring. Children were supported by familiar and consistent staff when helped with their personal care. This helped children feel safe and at ease.

Snack and lunch time experiences were enjoyed by most of the children. Children ate lunch in the school dining room and benefited from the opportunity to become more familiar with other areas in the school, supporting transition to P1. The food looked and smelt delicious, and most children appeared to enjoy their lunch. However, there were not enough opportunities to support children's independence and responsibility.

The manager advised that lunch time routines were regularly monitored and reviewed to support children's experiences at mealtimes.

We found practices to support the safe administration of medication were not robust. This potentially put children at risk of staff administering incorrect medication. The manager took immediate action to ensure all medicines were stored safely and children's information was current and up to date (**see recommendation 1**).

Staff were confident in their knowledge of safeguarding children. Pastoral notes were used to record significant events which may impact on a child's life, and other agencies had been involved when necessary. This helped ensure families received the support they needed and keep children free from harm and abuse.

Children's personal plans supported their health, wellbeing, progress, and development. However, they were not always consistent and some were not dated or fully completed. Some children who needed them had an additional support plan with strategies to support their progress and development, but we did not always see the information used in practice. The manager advised monitoring of personal plans was ongoing.

Responsive planning had been introduced to help staff support children to reach their full potential. Parents spoke confidently about the focus week for their children and felt this helped staff get to know their child really well. However, observations of children did not always contain enough information to fully support their progress. The service recognised this was an area that required development and advised further training and support for staff was planned.

For part of the session, children enjoyed choosing where they played and were able to lead their own learning. This enabled them to develop their curiosity and imagination. However, children spent lengthy times in groups, participating in adult-led activities and preparing to go home. This did not support independence or provide children with enough challenge or depth to thinking. Some children were bored and not engaged and some found this very difficult and stressful (**see recommendation 2**).

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 2

1. To keep children safe and well, the manager should ensure systems to support the safe administration of medication are robust. This should include but not be limited to:

- a) accurate information recorded on the children's medical care plans
- b) ensuring medication stored on the premises is in its original packaging and is labelled with the child's name and date of birth.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19).

2. To support children achieve and progress, the manager and staff should ensure daily routines are planned to meet children's needs and do not disrupt free play and exploration.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

**Grade:** 3 - adequate

## Quality of environment

### Findings from the inspection

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

A Covid-19 risk assessment was in place to keep everyone safe and well. Overall, the nursery was clean and tidy. However, infection prevention and control procedures were not always followed to keep the sink and toilet areas clean and tidy. After inspection the manager reminded staff of infection prevention and control measures in place to support children's safety, health, and wellbeing.

Staff and children were observed to follow good handwashing routines before and after lunch, helping to keep them safe and well. Parents told us children were eager to share handwashing songs and were encouraged to wash their hands regularly.

The nursery was bright and welcoming. The addition of new furniture and flooring meant the playrooms looked fresh and attractive for play. Recent changes had been made to the way the environment was used to support free flow play and children's choice. Children enjoyed playing in the home corner and had fun playing with cars and building models. There were some opportunities for children to explore natural materials and take part in open ended play, helping to develop their curiosity and imagination.

Systems and procedures had been reviewed to keep children safe. Parents were not able to enter the premises, reducing the risk of Covid-19 transmission of infection. Staff were very aware of closing doors and hazard tape was used successfully to remind children of areas they should not access on their own. This helped prevent children leaving the premises unsupervised. However, large pieces of furniture in the messy room made it difficult for staff to observe and supervise children at play. The manager advised they were considering how best to change the layout to make supervision easier.

Children enjoyed playing outdoors and had fun painting with water, problem-solving, running and jumping, and playing on the bicycles and scooters. They were risk aware and encouraged to make choices to support their own safety when playing. An old climbing and play installation had been sectioned off and the service advised they were waiting for this to be removed. This should be completed as a priority to increase the space available to the children. This will also enable the service to further develop the outdoor learning experiences.

### Requirements

**Number of requirements:** 0

## Recommendations

Number of recommendations: 0

Grade: 4 - good

## Quality of staffing

### Findings from the inspection

We evaluated this theme as adequate. While the strengths had a positive impact, key areas of performance need to improve.

Staff changes and absence had impacted on service provision and good outcomes for children. Challenges with staff recruitment contributed to a lack of communication between staff and limited room leadership. This made it more difficult to ensure daily tasks, such as cleaning and refreshing resources, were completed. Temporary staff were less familiar with children's individual needs and did not always provide them with appropriate supervision and care. This meant children were not always supported by staff who knew them well, always ensuring their safety and helping them feel comfortable and at ease. The manager advised new staff had been recruited and were waiting for employment checks to be undertaken.

Staff interactions were pleasant and kind. Parents told us staff were friendly and that their children enjoyed attending the setting. However, they did not feel they knew all the staff by name and did not feel they were made aware of staff leaving or joining the service. To support positive relationships, the manager should ensure parents are fully informed of changes to nursery staffing, including changes to their key workers.

Some staff did not demonstrate the skills and knowledge to support children's learning. Senior staff modelled how to scaffold children's learning and help develop their ideas, but this was not evident across the staff team. Some practices and daily routines did not reflect current thinking or recent guidance. Observations of the children at play were not consistent across the staff team to help plan resources to help children reach their full potential. Staff would benefit from further training in effective questioning to support and extend children's ideas. The manager advised training in learning and teaching was ongoing **(see recommendation 1)**.

To develop their skills, staff should access and become familiar with new guidance, such as the 'Draft Quality Framework' and 'Realising the Ambition'. This will support them with self evaluation and improvement to the service.

## Requirements

Number of requirements: 0

## Recommendations

### Number of recommendations: 1

1. To fully engage children and support their progress, the manager should ensure staff have the skills and knowledge to motivate and extend children's thinking. This should include, but not be limited to, an understanding of current guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance, and best practice' (HSCS 4.11).

This is to ensure staff skills and knowledge is consistent with the documents, including but not limited to, 'Draft Quality Framework for daycare of children, childminding, and school aged childcare' and 'Realising the Ambition'. These can be found at:

- <https://hub.careinspectorate.com/media/4465/a-quality-framework-for-daycare-of-children-childminding-and-school-aged-childcare.pdf>
- <https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

**Grade:** 3 - adequate

## Quality of management and leadership

### Findings from the inspection

We evaluated this theme as adequate. While the strengths had a positive impact, key areas of performance need to improve.

Communication approaches helped support most parents to feel included and informed. Parents felt comfortable speaking to staff at pick up times and that this provided enough opportunities to discuss their child's day. Seesaw was used to share children's progress and development electronically and parents enjoyed receiving the photos of their children. However, some parents felt Seesaw was difficult to use and time consuming if they also had other children in the school. They did not feel they had been asked for any suggestions or improvements but acknowledged the difficulties of communication during the pandemic. Ongoing partnership with parents should be continued.

The manager worked closely with the Care Inspectorate and completed the necessary notifications of any accidents and incidents. When advised of any concerns during inspection, they took immediate action. This approach of working together will support improved outcomes for children and improvement to the service.

The management team understood the challenges staff had faced during the pandemic and in the changes to day-to-day practice. They were very considerate of staff feelings when introducing new routines, such as free flow play and the extended hours. This helped staff feel more able to cope. However, formal supervision and appraisal meetings for staff had not yet been re-established due to staffing constraints. As a new staff team is established, this should be re-introduced.

We highlighted the quality assurance systems of the service, overall, was not effective. Audits of medication were not effective to support the safe administration of medication. Best practice infection control practices

were not always followed to keep children safe and well and staff supervision was not always effective to meet children's individual needs (**see recommendation 1**).

Day-to-day running of the service was not evident during inspection. The manager advised two new senior members of staff had been appointed. This will help improve communication between staff and ensure each staff member is familiar with their role and responsibilities. As their skills and team ethos improves, staff should be encouraged to take ownership and develop areas relevant to their strengths and experience.

Staff had been involved in some self evaluation of the service and this was used to develop the nursery improvement plan. This focused on the expansion of hours, implementing a responsive planning programme based on 'Planning in the Moment' and reporting processes and procedures. As a more consistent staff team is established, self evaluation should be further developed to identify strengths and areas for improvement.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. To support improvement to the service and ensure good outcomes for children, the manager should ensure quality assurance systems are fully embedded into practice. This should include, but not be limited to:

- a) audits of medication
- b) a safe environment
- b) monitoring of staff practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

**Grade:** 3 - adequate

**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.

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

### Enforcement

No enforcement action has been taken against this care service since the last inspection.

### Inspection and grading history

Date	Type	Gradings
19 Mar 2018	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed
21 Nov 2014	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
12 Jun 2009	Announced (short notice)	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good

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