Ashley Road School Nursery
Day Care of Children

Ashley Road Primary School
45 Ashley Road
Aberdeen
AB10 6RU

Telephone: 01224 588732

Type of inspection: Unannounced
Inspection completed on: 3 March 2017

**Service provided by:**
Aberdeen City Council

**Service provider number:**
SP2003000349

**Care service number:**
CS2003014404
About the service

Ashley Road School Nursery has been registered since 2002. The service is currently registered to provide a care service to a maximum of 44 children at any one time between 3 years and those not yet attending primary school. The service is located to the left of the main school building in separate accommodation. It is spread over two floors with a fully enclosed outdoor area.

The aims of the service include:

- To provide high quality, flexible learning environment that will challenge and support all our pupils to become successful learners, confident individuals, responsible citizens, and effective contributors.
- To respect, co-operate and have fun together.
- To provide a nurturing, inclusive, safe environment.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is 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 the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

Children appeared happy, settled and confident. They had clearly formed very good relationships with the staff. Children readily approached staff who responded in a nurturing and caring manner. Some of the older children told us activities they enjoyed whilst at the nursery, these included playing outside and painting.

We sent out 15 Care Standard Questionnaires (CSQs) for parents and carers and seven were completed and returned to us. When asked about the overall quality of care their child received at the service:

- two parents/carers indicated they were very satisfied
- four parents/carers indicated they were satisfied
- one parent indicated they did not know.

Discussions with parents/carers indicated they were very pleased with the service provided. Parents told us the staff were very approachable and they found there was a good exchange of information. They felt their child enjoyed coming and they were being supported to learn and progress.

Comments from parents included:

- “My daughter has settled very quickly into nursery and we have been very impressed with the staff. They give daily feedback (informally) which reassures us that they know her as an individual, and are keeping track of her progress. We feel very involved in the nursery - with noticeboards and announcements asking for feedback and ideas. The school also held an excellent nursery learning information evening. It was both helpful and interactive”.

- “The service is fine. I and my child are happy with the school”.
- “I have been very impressed with the nursery so far. The facilities are excellent”.

- “Overall, we are very happy with all aspects so far”.

**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 continued improvements.

**From this inspection we graded this service as:**

<table>
<thead>
<tr>
<th>Service</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Quality of care and support</td>
<td>5 - Very Good</td>
</tr>
<tr>
<td>Quality of environment</td>
<td>4 - Good</td>
</tr>
<tr>
<td>Quality of staffing</td>
<td>5 - Very Good</td>
</tr>
<tr>
<td>Quality of management and leadership</td>
<td>5 - Very Good</td>
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**Quality of care and support**

**Findings from the inspection**

Staff had created a warm and caring environment through positive interactions with children and parents. Staff were responsive to the needs of children and were caring and nurturing in their interactions. Children were offered appropriate comfort when they were upset or unsettled. As a result children appeared happy and confident in the service and readily approached the staff.

Effective arrangements were in place to support children to settle at the service. Flexible settling in arrangements were in place to support each child to feel confident. Detailed information was sought to enable staff to meet each child’s needs. For children requiring additional support plans were in place providing guidance for staff on how to support each child.

Systems were in place to support staff to meet the health needs of children. Clear information was in place for children with allergies and this was readily accessible to staff in the kitchen preparing snacks. The service had identified the need to improve the medication records. Staff had recently received training regarding medication and were in the process of obtaining more comprehensive information from parents.

Appropriate procedures were in place to safeguard children. A child protection policy was in place and this provided guidance in the event of any concerns. Staff attended child protection training annually. As a result staff spoken with had a good understanding of child protection issues and were confident with the procedure to follow in the event of any concerns.

Children were supported to be healthy and active. There were opportunities for children to spend a good amount of time outdoors. Snacks were healthy and reflected best practice guidance. Snack time was a sociable experience; staff interacted well with the children and encouraged social skills. There were opportunities for children to be independent through preparing and serving the snacks.
Children were being supported to achieve their potential. Clear records were kept that enabled staff to track children’s progress. Appropriate observations captured children’s level of development. Children were involved in setting their next steps in learning and development to support them to progress. Information about children’s learning was shared with parents through electronic profiles. Parents told us they found these informative and valued the efforts staff put in to making them meaningful.

Requirements

**Number of requirements:** 0

Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

**Quality of environment**

**Findings from the inspection**

The nursery was clean, well maintained and safe. The playrooms were attractively presented, bright and welcoming with plenty of interesting and natural resources for children to explore. This contributed to children being cared for in a pleasant and safe environment.

The nursery was spread over two floors and children were able to move freely between each area. This benefitted the children greatly as they had access to a far wider range of activities and experiences and meant all children could easily access the outdoor area. Throughout the inspection children moved readily between all areas of the nursery and enjoyed a wide range of interesting and motivating activities. We found activities were differentiated to provide challenge to support all children to achieve their potential. We suggested some more real life resources, for example in the home corner, would enhance children’s experiences.

The layout had presented a number of challenges to ensure children were receiving high quality experiences. The management team and staff had addressed most of these. There were still some issues around ensuring children’s play was not unnecessarily interrupted and implementing systems to ensure parent helpers were not left alone with children in the area between both rooms. The management team agreed to ensure these were addressed. *(See recommendation 1.)*

Children had access to the outdoor area for most of the session and could choose when they wanted to play outside. In the outdoor area there was a wide range of open-ended resources for children to explore and investigate. We found children greatly enjoyed their time outdoors and were motivated and engaged in their play.

Children were being supported to develop a good understanding of personal hygiene. Staff ensured children washed their hands at key times, such as after toileting and before eating. However, children were not always washing their hands after water play; the head teacher agreed to ensure this was addressed. The toilets were directly off each of the playrooms, where food was prepared and eaten. There needs to be at least one door between toilets and any areas where food is prepared and eaten. In one playroom there was no door separating the areas. In the other playroom the door was propped open. *(See requirement 1.)*
Requirements

Number of requirements: 1

1. In order to reduce the risk of spreading infection the provider must ensure at least one door is kept closed between the toilets and areas where food is prepared or eaten.

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 4(1)(d).


Recommendations

Number of recommendations: 1

1. The service should further develop their strategies for managing the layout of the nursery to ensure children receive high quality experiences and are safe.

National Care Standards for early education and childcare up to the age of 16 - Standard 2: A Safe Environment and Standard 5: Quality of Experience

Grade: 4 - good

Quality of staffing

Findings from the inspection

Staff were warm, inclusive and nurturing towards the children. They spoke respectfully with children and praised the children readily to promote positive behaviour. Staff supported children to extend their learning through appropriate questions and interactions. Staff demonstrated a very good understanding of each child’s needs and developmental level. They adjusted their interactions and expectations accordingly.

Staff were suitably qualified to carry out their role and were registered with the Scottish Social Services Council (SSSC). The SSSC is responsible for registering people who work in social services and regulating their education and training. Staff had attended a range of training to support them in maintaining and developing their skills and knowledge. Staff talked enthusiastically about how they had implemented their learning from training into the nursery. For example, following emerging literacy training they had developed their story telling techniques and also had a greater focus on fine motor skills.

During the inspection we found staff were enthusiastic about their work and motivated to provide good quality care and experiences for the children. They worked well together as a team and were respectful to one another. Staff shared responsibilities and supported each other. Staff interacted enthusiastically and positively, making activities enjoyable and encouraging all the children to join in. As a result, we found children were enjoying their time at the service and having fun.
Staff used informal discussions at the beginning and end of the sessions to reflect. This allowed them to consider their approaches and make minor adjustments collaboratively to better meet the needs of individual children. Regular staff meetings were held with a clear focus on practice issues and the future direction of the service. This supported staff to be clear on their roles and responsibilities.

Requirements
Number of requirements: 0

Recommendations
Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection
The manager and staff had a positive view to parental involvement. There were a wide range of ways for parents to become involved in their child’s learning and the nursery. Parents’ views were actively sought and used to influence the development of the nursery. Children’s views were also actively sought. For example, children’s views had been used to shape the new values of the nursery.

Effective systems were in place to identify and support improvements in the nursery. Following the last inspection a detailed improvement plan had been developed and implemented in the nursery. As a result we found significant improvements had been made to the quality of children’s experiences.

It was evident that evaluation and improving the service was part of the daily routine. A quality assurance calendar was in place to ensure regular monitoring was undertaken to ensure continuous evaluation of the service. The management team undertook a range of monitoring in the service. There was a clear focus on the quality of children’s experiences, the learning environment and staff practice.

The whole staff team had been involved in undertaking assessing how the service was performing using the ‘How Good is our Early Learning and Childcare’ framework. This had identified strengths and areas for improvement.

We found that where areas or improvement were identified these had either been addressed or were in the process of being addressed. This resulted in improved outcomes for children.

Team meetings ensured staff had opportunities to discuss what was working well and identify areas for further improvement in the service. Staff demonstrated they had an understanding of the improvement agenda and their responsibility for contributing to it.

Requirements
Number of requirements: 0
Recommendations

Number of recommendations: 0

Grade: 5 - very good

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.

Enforcement

No enforcement action has been taken against this care service since the last inspection.
### Inspection and grading history

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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<tbody>
<tr>
<td>20 Apr 2015</td>
<td>Unannounced</td>
<td>Care and support 4 - Good</td>
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<tr>
<td></td>
<td></td>
<td>Environment 4 - Good</td>
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<td></td>
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<td>Staffing 4 - Good</td>
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<td>Management and leadership 3 - Adequate</td>
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<td></td>
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<tr>
<td>30 Apr 2012</td>
<td>Unannounced</td>
<td>Care and support 5 - Very good</td>
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<tr>
<td></td>
<td></td>
<td>Environment 5 - Very good</td>
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<tr>
<td></td>
<td></td>
<td>Staffing 4 - Good</td>
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<td></td>
<td>Management and leadership 5 - Very good</td>
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<td></td>
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<tr>
<td>17 Nov 2009</td>
<td>Unannounced</td>
<td>Care and support 4 - Good</td>
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<td>Management and leadership 4 - Good</td>
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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com
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