

Hanover Street School Nursery Day Care of Children

Hanover Street School
Beach Boulevard
Aberdeen
AB24 5HN

Telephone: 01224 569 880

Type of inspection:
Unannounced

Completed on:
25 February 2022

Service provided by:
Aberdeen City Council

Service provider number:
SP2003000349

Service no:
CS2003014434

About the service

Hanover Street School Nursery provides a day care of children's service located in a residential area of Aberdeen, close to the beach boulevard. The service is accessible by foot and by bus. Amenities nearby include the Beach Boulevard, parks and supermarkets. The service is registered to provide a care service to a maximum of 40 children at any one time from three years up to those not yet attending primary school.

The children are cared for in one large playroom with good access to toilet areas and a kitchen area. The nursery is situated on the first floor of Hanover Street School. The outdoor play area is solely used by nursery children and is fenced off to the rest of the playground.

This was an unannounced inspection which took place between 17 February 2022 and 25 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:

- Spoke to children during their play
- Gained feedback from parents
- Spoke with staff
- Spoke with the manager (deputy head teacher) and the head teacher
- Observed practice and experiences for children
- Reviewed documents.

What people told us

We talked to children about their experiences during their play. Many were happy to chat to us about their creations, friends and what they liked to do at nursery.

Some comments from children included:

"Can you snip with scissors?" (child cutting carefully at craft table).

"I made a spring. Do you know how I made it? I wrapped it round and round and then snipped it." "Did you snip it with scissors?" "Yes, look, it spreads out to be long. It's like a magic wand. Sort of. Boing. Boing. Boing. I'm going to show you how I make it."

"I am doing the letter puzzle. This is S. My name begins with S."

"This is a pirate ship, look I put all the cars on it."

"I made a velociraptor. Roar. This a brachiosaurus."

"I like playing with my friends in nursery."

"What can this do?" (child rolls a car down a ramp).

"This is my dinosaur. He hadn't made one."

"The house corner is closed. It's all wet and messy."

We received feedback from six parents of children attending the nursery. Most told us that they were happy with the care their child received and agreed that their child was happy there. They described staff as very friendly and helpful and spoke about how their child is always excited to go to nursery. Some raised concerns about a high volume of staff faces and not always knowing who staff were. Others raises concerns about children being outdoors in the cold and the safety of the climbing frame. We looked at these aspects of care as part of the inspection and have included our findings in the report.

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at their own improvement plan 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	2 - Weak
Quality of staffing	3 - Adequate
Quality of management and leadership	3 - Adequate

Quality of care and support

Findings from the inspection

We evaluated this quality theme as adequate, where there are strengths, but these are just outweighed by weaknesses.

Staff were kind and caring in their interactions with children. They used praise to celebrate children's achievements. This helped children feel respected and proud.

Staff demonstrated appropriate knowledge and awareness of how to keep children safe and protected following the correct protection guidance and procedures.

Staff spoke to us about support and help they have provided individual families through challenging times. Staff had a good understanding of the needs of families and where to access help and guidance. They worked with other agencies and organisations to ensure families received help and support. This care and attention helped support children wellbeing.

Some children had additional support needs. Whilst these children were making progress their needs were not consistently met daily. Some strategies were in place for children, including the use of Makaton and picture cards, however children would benefit if these were used more consistently by staff. The impact of staff absence also meant that at times the least experienced staff were tasked with their care. Children

would benefit from more consistent support and staff who had continued training to meet the needs of these children **(see recommendation 1)**.

Meal times for children did not always run smoothly and impacted on the children's experiences. During day one of our visit, we found that there were areas of lunch time that could be improved. Good hand hygiene was not in place and a large group of children did not wash their hands well with soap and warm water. Staff did not supervise children well and opportunities for the time to be a pleasant social experience were missed. We highlighted this to the senior team who made changes on day two of our observations. Staff introduced a new routine of two lunch sittings for children. Additional touches, such as the use of table cloths, helped to enhance the social experience. We observed that staff supervision of children had improved. Children were more settled, ate well and enjoyed each others' company. A few parents told us that they would like more information on how well their child eats and drinks. Staff agreed that mealtimes and related communication with parents was a continued area of development **(see recommendation 2)**.

Children's personal plans supported their health and wellbeing. They were designed and adapted by staff to consider the impact of isolation and other social impacts. In-depth get to know me meetings with parents when children started at nursery allowed for important information about the child and their needs to be shared. This information was then used to support children. Some parents told us how helpful and reassuring these meetings had been.

We spoke to the manager and senior about some of the routines in place and how they may be improved to support children. All children went outside to the play area to be collected at the end of the day. Whilst this was to ease Covid-19 restrictions, it meant that children were outside in cold weather for some time. Other routines, such as key group times which included planned learning time, did not provide the groups of children with meaningful activities that would extend their curiosity and enquiry **(see recommendation 1)**.

We saw examples of children leading their play and learning experiences and being supported by staff. A large variety of play activities was available. Children enjoyed using the water tray and a sandy beach area. A den was popular for many children and a place where children grew friendships. Staff supported children in their numbers and letters during play. Achievements were celebrated, for instance when building dinosaurs from Duplo. However, this level of engagement from staff was not consistent. We observed children who were communicating through negative behaviours such as climbing, throwing toys, or upsetting friends. There were missed opportunities for meaningful interactions with quieter children. Children would benefit from more consistent and targeted approaches **(see recommendation 1)**.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. To support children's wellbeing the manager and staff should ensure that routines, activities and targeted approaches to care meet the needs of children.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that:

'My care and support meets my needs and is right for me.' (HSCS 1.19).

2. To support children's health and wellbeing the manager and staff should ensure that all children experience everyday mealtimes that are relaxed, create meaningful and positive experiences and meet their individual needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that:

'My care and support meets my needs and is right for me.' (HSCS 1.19).

Grade: 3 - adequate

Quality of environment

Findings from the inspection

We made an evaluation of weak for this quality theme. Whilst we identified some strengths, these were compromised by the significant weaknesses.

The service manager has recently worked with us following an incident in the nursery to improve the security of the children whilst in the setting. As a result, a number of safety measures have been put in place. For example, only one entrance to the playroom is now used. We could see staff working together to maintain a safer environment for the children.

Children had access to a large play area spanning the whole length of the nursery. Play areas, called bays, were created throughout with each having a different play focus, such as construction, messy play, sand play, water play, reading area, quiet den area. Children moved freely with these spaces exploring their learning and joining in with friends.

Recent improvements had been made to these bay areas focusing on the opportunities for learning throughout. We observed that some bay areas were progressing better than others, for example some areas would benefit from being larger to allow children to expand their play. A continued focus on exploration, investigation and curiosity will help support children in their learning. This is a continued area of development that the staff team have identified.

We found that general hygiene practice could be improved upon. The kitchen area had left over dirty dishes in the sinks and worktops and splash back areas were messy. The children's toilet areas were at times untidy with toilets not flushed and paper towels on the floor. We raised the concerns with the manager and all these areas had improved on day two of our visit.

The nappy changing area did not promote children's dignity and respect. Children had their nappy changed on a changing mat on the floor. The floor was not always clean. Stored items such as umbrellas did not keep within hygiene guidelines. We raised this with the manager and provider and at the time of feedback a new nappy changing station was planned to be purchased.

Children accessed outdoor play using the designated nursery garden within the playground. There were areas of this garden that were not suitable for safe play. The sand pit was uncovered, half empty and not usable. A large play tray had been left out and had gathered rain, leaves and litter. A climbing frame was available, however children were not well supervised which at times caused a hazard when children were up high. A bike track had been made through some bushes however this was not well supervised by staff.

Children played with litter that was present throughout the area. Staff told us that the garden was an area of development however lack of staff continuity, time and financial funds made it difficult. We spoke to senior staff about ways in which small and immediate changes could be made to ensure the areas is safer for children **(see requirement 1)**.

Children were outside for up to an hour in cold weather at the end of the day. Staff and parents told us that it was routine for all children to be collect from outdoors. Children were not all suitably dressed for the weather, and many were visibly cold. Children were observed to be upset and shivering, with cold hands and lips. Some children told staff they were cold and were offered a cuddle. One child fell asleep on the playground undetected by staff, several others were visibly tired and in needed to be inside **(see recommendation 1)**.

Requirements

Number of requirements: 1

1. By 08 April 2022, the provider must ensure that outdoor areas for children's use are safe for their play.

To do this the provide at a minimum must ensure that:

- Play areas are clean and free from hazards
- Children are well supervised by staff
- Play apparatus is in good working order.

This is to ensure that the care and support is consistent with the Health and Social Care Standards which state that:

'My environment is safe and secure.' (HSCS 5.17); and in order to comply with Regulation 4(1)(a) Welfare of users of The Social Care and Social Work Improvement Scotland Regulations 2011 (SSI2011/210).

Recommendations

Number of recommendations: 1

1. To support children's health and wellbeing the manager and staff must ensure that children's needs are met. This should include but not be limited to:

- Wearing suitable outdoor clothing for the weather
- Not spending longer periods of time outdoors that children are not comfortable with
- Ensure that children who require quiet/rest time receive this in a suitable, warm indoor space.

This is to ensure that the care and support is consistent with the Health and Social Care Standards which state that:

'My care and support meets my needs and is right for me.' (HSCS 1.19).

Grade: 2 - weak

Quality of staffing

Findings from the inspection

We evaluated this quality theme as adequate, where there are strengths, but these are just outweighed by weaknesses.

Staff were kind, caring and had children interests at the heart of what they do. They were keen to improve the service but felt that several factors during recent times had impacted on staff morale and the opportunities to implement positive changes. Staff absence and isolation along with staff leaving and new staff starting had impacted on provision and good outcomes for children. This meant that some staff were less familiar with children's individual needs and did not provide them with appropriate supervision and care.

Parents shared positive feedback about the relationships they had with staff. They told us that staff were very friendly, helpful, and kind. Most parents we spoke to however did not know who their child's key worker was. Some parents spoke to us about not knowing who all the teachers are anymore and how there seemed to be a lot of new faces daily. It is important that families have the opportunity to build relationships with staff caring for their child. The service should now ensure that parents are well informed of who is caring for their child and continue to develop existing relationships with key workers.

Deployment of staff did not always take account of staff skills and routines to ensure quality outcomes for children. For example, a new staff member was given the task of caring for a child with complex needs. They did not have the knowledge or experience to do this effectively which resulted in stress for the child.

Some support and supervision meetings had helped staff to reflect on their practice. However, this needs to happen more consistently with a focus on providing constructive feedback that aims to improve staff practice and enhance the quality of children's care.

Staff communicated well with each other and were supportive to each other in their role. They were enthusiastic and committed to providing a positive experience for children in their care. They were warm and nurturing towards children who were given hugs and comfort when needed.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 3 - adequate

Quality of management and leadership

Findings from the inspection

We evaluated this quality theme as adequate, where there are strengths, but these are just outweighed by weaknesses.

Staff told us that they felt supported and valued by their manager who was visible and accessible. This helped staff feel motivated to provide care to children.

The management team demonstrated a clear vision of how they would like to improve the service. This included building on the strengths of staff and supporting continuous professional development. During the inspection process any advice or support offered was accepted. This demonstrated a commitment for improvement to ensure positive outcomes for children.

A shared set of aims provided clear values and aspirations for the nursery to achieve. These were recently developed using feedback from parents, children, and staff. This supported the inclusion of all in the vision for the nursery. These aims ran throughout all aspects of self-evaluation work and guided development plans.

Although face to face contact had been limited during the pandemic, most parents felt there were good channels of communication. Some however did raise that they would like to know more about what their child does at nursery and how they are progressing with their learning, how well they eat and drink. We raised this with management who agreed to look at how communication could improve.

The management team had committed to finding ways of incorporating whole team meetings for staff and finding new ways of working due to the expansion of hours. The use of these team meetings and in service days allowed staff to keep up to date with essential information and share practice issues. This helped build staff morale and identify how improvements were going to be made.

A quality assurance calendar was in place that included several systems to monitor various aspects of the service. Not all of these had been implemented yet. Children's experiences could be enhanced from the implementation of more regular focused observations in areas such as staff practice, children's experiences, and environment (**see recommendation 1**).

The management team were aware of and had identified many of the issues we have raised within this report and were keen to make improvements. Whilst some improvements have been made, to ensure children receive the right care and support this should continue at a faster pace.

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 is to ensure that care and support is consistent with the Health and Social Care Standards 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.

Enforcement

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

Inspection and grading history

Date	Type	Gradings								
27 Feb 2019	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	5 - Very good	Environment	4 - Good	Staffing	5 - Very good	Management and leadership	4 - Good
Care and support	5 - Very good									
Environment	4 - Good									
Staffing	5 - Very good									
Management and leadership	4 - Good									
7 Feb 2018	Unannounced	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>3 - Adequate</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	4 - Good	Environment	4 - Good	Staffing	3 - Adequate	Management and leadership	4 - Good
Care and support	4 - Good									
Environment	4 - Good									
Staffing	3 - Adequate									
Management and leadership	4 - Good									
15 Mar 2017	Unannounced	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>3 - Adequate</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	4 - Good	Environment	3 - Adequate	Staffing	4 - Good	Management and leadership	4 - Good
Care and support	4 - Good									
Environment	3 - Adequate									
Staffing	4 - Good									
Management and leadership	4 - Good									
6 Nov 2014	Unannounced	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	4 - Good	Environment	4 - Good	Staffing	5 - Very good	Management and leadership	4 - Good
Care and support	4 - Good									
Environment	4 - Good									
Staffing	5 - Very good									
Management and leadership	4 - Good									
10 Jan 2012	Unannounced	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>Not assessed</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	4 - Good	Environment	4 - Good	Staffing	Not assessed	Management and leadership	Not assessed
Care and support	4 - Good									
Environment	4 - Good									
Staffing	Not assessed									
Management and leadership	Not assessed									

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