

# Building Blocks Dunfermline Nursery Day Care of Children

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Type of inspection: Unannounced  
Inspection completed on: 1 November 2017

**Service provided by:**  
Building Blocks Flexible Child Care  
Limited

**Service provider number:**  
SP2004007004

**Care service number:**  
CS2003039949

## About the service

The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Building Blocks Dunfermline Nursery is registered to provide a care service to children aged from 6 weeks to not yet attending primary school. A maximum of 70 children may be accommodated in total with no more than 12 children aged from 6 weeks to 2 years accommodated in the baby room. The remaining open plan area may be utilised for children aged from one year to those not attending primary school on the proviso that appropriate partitioning is in place proportionately to the ages and number of children in attendance. This should bear in mind the minimum space standards and adult/child ratios specified in Annex A of the National Care Standards for early education and childcare up to the age of 16.

The quiet room may be utilised by children in any age group subject to an appropriate risk assessment being undertaken. The service may operate Monday to Friday between the hours of 7am and 7pm.

The inspection took place over two days starting 30 October 2017. We completed the inspection and gave feedback to the head manager and deputy manager on 1 November 2017.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure 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 (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it Right for Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it Right for Every Child. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

We are carrying out a pilot using the Short Observational Framework for Inspection (SOFI 2) tool. The tool supports inspectors to carry out focussed observations of children's experiences while at nursery. We carried out a SOFI 2 observation as part of this inspection which has informed our findings. The findings are threaded throughout the report.

## What people told us

We spoke to several children and observed their play both indoors and outdoors. Children presented as confident, happy, busy and content across all age groups. They enjoyed play both indoors and outdoors on both inspection days. Some of the older children provided their views verbally and a sample of their comments can be found below:

"We need to tidy or the toys will get lost or broken."

"I know what hedgehogs do, they curl up."

"This is a good nursery cos there's a quiet room."

"Ladies come and speak to you if you're naughty."

We received 16 completed Care Standards Questionnaires, some of which had added comments. These demonstrated a high level of satisfaction with the service. All parents either 'strongly agreed' or 'agreed' that 'overall, they were happy with the quality of care their child received in this service'. Parents' comments were shared with the management team at feedback and a sample of some of these are noted below:

"I have always felt that the nursery have a child centred approach where my child thrives."

"It's a nice nursery. We're confident that our child's well looked after."

"My child loves coming in and doesn't want to leave at the end of the day! The staff are very welcoming and know my child and his little ways really well. I couldn't be happier."

"I have been so happy with the level of care and support my child has received. He has flourished and it is all down to the great staff who are always smiling and engaging. It is amazing to be able to leave my child and being confident he is receiving the best care."

"The staff are fantastic and our children absolutely love it and the staff. They are very reassuring and professional but also have a special personal touch."

"My child has settled brilliantly and is a very confident individual as a result of the supportive environment. The staff are the best part of the nursery."

"There is a great atmosphere at Building Blocks. The staff cultivate a safe yet fun environment and there always seems to be a range of activities. You can tell that the staff genuinely enjoy their jobs and that's reflected in the enjoyment that the children show being there."

## 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 which 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	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

## What the service does well

Staff interacted consistently with the children in groups or individually, picking up and responding to their cues. During lunch time we saw that the children's needs took priority over the routines of the nursery. Very young children were seen being given time to develop independence in their self-care skills. Sleep routines matched children's individual care plans. This responsive care meant children's needs were met, extending their play, learning and opportunity to achieve.

Children were encouraged to make their own choices and express their views as they were listened to and valued at the setting. For example, we saw how the older children informed staff about topics for the parents' consultation board.

Children were encouraged to be responsible. We saw the youngest children took responsibility for putting their nappies away in their storage boxes. Children knew the importance of looking after resources and told us why. This built their capacity as responsible citizens.

Children experienced warmth, attachment and belonging at the nursery because staff were seen to be kind and caring. Children comfortably approached adults and staff responded positively to their need for physical comfort and reassurance.

Meaningful learning experiences were provided through the excellent established link with the local care home. Children enjoyed weekly play sessions with the residents along with gardening in the community allotment. These experiences provided children with variety in their day and connections to the outside world, helping them construct their own identity.

Quality interactions from staff provided appropriate challenge across all age ranges. We observed interactions with young children which empowered and enabled them. During their play, children's achievements were seen to be celebrated. Interactions such as these helped to develop children's confidence and ensured children's wellbeing was enhanced.

Children were achieving as the nursery enabled their understanding of enterprise. Parents and visitors to the nursery were used as a valued resource to explore different work roles. Opportunities included growing and selling produce, raising children's awareness of the concept of money and a sense of achievement.

Children's physical wellbeing was promoted through daily opportunities to participate in outdoor play and physical activity. The large secure grounds are used most days along with regular forest play opportunities. Encouraging outdoor and risky play benefitted children as it ensured they remain healthy and developed an understanding of how to stay safe.

Children's health was promoted in a variety of ways. Children enjoyed healthy eating with planned menus which took account of individual dietary needs. The premises were clean and procedures to reduce risk of cross infection were robust and carried out appropriately by staff.

Measures were in place to ensure children benefitted from a safe environment. Staff were vigilant and carried out appropriate checks. Robust risk assessments ensured children's risk of harm was reduced.

Independence was promoted because the resources were well organised at children's height and clearly labelled. The rhythm of the day was flexible to allow children opportunities to make their own decisions about activities they wished to follow and included opportunities for free flow play between the nursery and garden.

The layout of the environment provided structure for children's play. The additional room for quieter activities allowed children to play without being overseen by adults, contributing to their enjoyment. They told us "this is a good nursery cos there's a quiet room". Nurture nests provided quiet spaces for younger children to be alone or relax.

Core provision for children included the addition of a woodwork bench and a mud kitchen within the garden. These resources enhanced children's opportunities to be creative.

## What the service could do better

We suggested to the manager that there was scope to provide the older children with further responsibility at lunch time when setting the tables. This would reduce the time children spent waiting on their cutlery.

We found that the baby garden area could be further developed to allow for more natural play opportunities and variety along with the physical play resources. The nursery recognised that this was an area for future development. We reminded them of the importance of setting up play resources outdoors before children enter the garden, as our observations demonstrated the impact of waiting on the set up of equipment on children's mood and engagement.

Although we acknowledge the efforts of the service in making contact, the nursery should now work with the local authority 'Equate' officer to develop links with other nurseries where children with additional support needs access shared placements. This would allow the nursery to access children's wellbeing plans and ensure a consistent approach to meeting children's needs.

During discussion with staff, some were unsure of chronologies as part of identifying and recording children's wellbeing to support safeguarding. Staff should therefore revisit this as part of their child protection refresher training.

## 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](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings
28 Jan 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
27 Jan 2014	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
13 Aug 2012	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good
13 Apr 2011	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
16 Dec 2010	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
7 Jul 2010	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good

Date	Type	Gradings	
18 Jul 2008	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good

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