

# Inverkip Nursery Class Day Care of Children

Inverkip Primary School  
Station Road  
Inverkip  
Greenock  
PA16 0AY

Telephone: 01475 715745

Type of inspection: Unannounced  
Inspection completed on: 11 October 2017

**Service provided by:**  
Inverclyde Council

**Service provider number:**  
SP2003000212

**Care service number:**  
CS2007167488

## About the service

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

Inverkip Nursery Class is located within the village of Inverkip. The service is provided by Inverclyde Council and operates both mornings and afternoons during school term-time. The service is registered to care for a maximum of 30 children aged 3 years to those not yet at Primary School. The head teacher manages the service and supervises the staff.

The service states that through its work it aims for children to be safe, healthy, achieving, active, respected, responsible, included and nurtured. It further states that above all children are valued.

We check services are meeting the principles of Getting it Right For Every Child (also known as (GIRFEC). 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 Getting it right for every child: safe; healthy; achieving; nurtured; active; respected; responsible and included.

## What people told us

Thirty-five children attended the service over the course of the inspection day, twenty-two attending the morning session and thirteen in the afternoon. We observed children at play during both sessions. Some children were happy to involve us in their play. For example; asking us to buy food in their café and telling us about their building work outdoors. Children were content and well settled, they confidently approached staff for help when needed, invited them to join in their play and had clearly built trusting relationships with them.

We sent ten care standards questionnaires to the service to distribute to parents/carers. Six questionnaires were completed and returned to us before the inspection took place. We also spoke with seven parents/carers during the inspection visit. Responses were positive overall and included:

"My child loves Inverkip Nursery and all staff are friendly, approachable and welcoming."

"As a parent I feel that Inverkip Nursery provides an excellent service to all of its children."

"Inverkip Nursery provides a fantastic service. My child loves going to nursery and has developed so much since going there. Her care and development are of the utmost importance to the nursery staff."

"Although small the nursery is well equipped but would benefit from larger premises."

A few respondents indicated that they were unaware of certain aspects of their children's care, including asking children for their views. We discussed these matters with the senior management team.

## Self assessment

We received a fully completed self-assessment from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us.

The service provider had identified what they thought they did well, including; planning records, children's profiles and the well laid out and organised playroom. The self-assessment also identified some key areas that the provider believed could be improved upon and showed how the service intended to do this.

The provider told us how the people who used the care service had influenced the self-assessment process and how their feedback supported the development of their plans for improving 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

We observed confident, happy children who arrived at the centre pleased to see staff and their friends. They independently engaged in freeplay from the start of the session. We could see that some close friendships had been established. Some children liked to play alongside their friends and some showed concern for others, including, running to help when a child fell. Some children were aware of routines, for example; the lights out cue to sit at the library area and most were happy to chat at group time. Most children participated well in the story discussions and were curious as to what was in the sack. Throughout the day, children were keen to involve staff in their play, particularly at the construction, play dough and book areas. This indicated that trusting relationships had been established and that children felt comfortable and secure in the nursery.

We found that staff knew children and their families well. Staff took an interest in family events outwith the service that were important to the children, for example; asking a child about a family wedding. Staff planned learning experiences to meet children's developmental needs. Recently they had begun to use floor books and had introduced a voting system to consult with children and to support them in developing their ideas and interests. This told children that staff valued what they had to say and this will encourage them to express their views with confidence in the future.

The timetabled availability of the school gym hall provided nursery children with daily opportunities to engage in active and energetic play. We observed that all children participated enthusiastically in the music and movement session. They actively demonstrated their growing co-ordination skills and achievements and were keen to make sure that staff had seen them executing their hopping, skipping and waddling accomplishments. There were also some opportunities for children, in small groups, to spend time playing outdoors in the enclosed nursery section of the school playground.

We found the nursery environment to be bright, clean, safe and welcoming. A staff member stationed at the entrance welcomed children and families as they arrived. Within the playroom children had access to a varied range of play activities organised into well-defined areas for quiet, active and messy activities. We observed a good standard of health and safety throughout the premises. Children were kept safe and secure through the use of a secure entry system.

Environmental improvements had been made since last inspection, including; providing a separate nappy changing area, resolving the problem with the door leading to the children's toilet area and providing a large outdoor mud kitchen.

We found that there was a very welcoming and family ethos across the whole school and strong management support for the staff team.

## What the service could do better

While there were opportunities for children to choose what they wanted to do we felt that staff missed opportunities to help and encourage children to do things for themselves. We provided several examples from their daily practices, of where staff could better support and encourage children to be independent and to take charge of their own decision making (see recommendation 1).

We also felt that staff needed to review the pace and balance of the day. The daily programme included too many interruptions to the free flow of children's play. This compounded by staff deployment, for example; art/craft and outdoor play had resulted in restrictions for both activities (see recommendation 2).

We have asked staff to consider how they could create a more flexible outdoor play system that would enable children to have increased access to outdoor play. We also discussed the need for the outdoor play area to be further developed to provide more exciting and challenging experiences for the children (see recommendation 3).

The recent introduction of the floor book and children's voting system is considered to be a positive initiative. Staff should continue to encourage children to express their ideas and suggestions to support and enable them to influence nursery plans and activities.

Staff should also review children's folders and personal plans to better reflect how they will meet the specific individual health, welfare and safety needs of the children within the service. They should also establish a review process in line with legislative timescales.

We provided some general best practice guidance on medication and accident recording and on infection control procedures.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 3

1. Staff should establish systems to better support and encourage children to be independent and to take charge of their own decision making.

National Care Standards for early education and childcare up to the age of 16 - Standard 5: Quality of experience.

2. Staff should review both their daily routine and deployment responsibilities to allow children the necessary time required to learn through free play.

National Care Standards for early education and childcare up to the age of 16 - Standard 5: Quality of experience.

3. Staff should create a more flexible outdoor play system to enable children to have increased access to outdoor play. They should also provide children with more exciting and challenging outdoor play experiences.

National Care Standards for early education and childcare up to the age of 16 - Standard 5: Quality of experience.

## 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).

## 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.

## Inspection and grading history

Date	Type	Gradings	
13 Nov 2014	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
6 Dec 2011	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5 - Very good
6 May 2009	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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