

# Inspection report

## Eday Primary School Nursery Day Care of Children

Eday Primary School  
Eday KW17 2AA

**Inspected by:** Marion R. Sutherland  
**(Care Commission Officer)**

**Type of inspection:** Announced (short notice)

**Inspection completed on:** 15 November 2006

**Service Number**

CS2003016051

**Service name**

Eday Primary School Nursery

**Service address**Eday Primary School  
Eday KW17 2AA**Provider Number**

SP2003001951

**Provider Name**

Orkney Islands Council

**Inspected By**Marion R. Sutherland  
Care Commission Officer**Inspection Type**

Announced (short notice)

**Inspection Completed**

15 November 2006

**Period since last inspection**

8 months

**Local Office Address**Eastbank  
East Road  
Kirkwall  
KW15 1LX

## **Introduction**

Eday Nursery forms an integral part of Eday Primary School, in premises adjoining the Community facilities on the island. The nursery room opens directly off the school classroom and they share access to the school hall, community room and the outside play areas. Children are offered a place from the term following their third birthday until they attend primary school and they can attend for up to 5 sessions a week, depending on parental choice.

The aims and objectives of the service were to provide a broad and balanced curriculum and a positive learning environment which would help children to develop positive attitudes and become independent learners. To provide a happy, caring and supportive environment and to encourage links with parents and the wider community.

## **Basis of Report**

During the inspection which took place on 15 November, 2006 the Care Commission Officer spoke with the staff, head teacher and child. The Care Commission Officer also looked at a range of policies, procedures and records and spent time observing how the staff worked with the child.

This report was based on consideration of the service's compliance with the regulations associated with the Regulation of Care (Scotland) Act 2001, as well as taking account of the following National Care Standards for Early Education and Childcare up to the age of 16.

Standard 3 – Health and Wellbeing

Standard 4 – Engaging with children

Standard 7 – A Caring Environment

Standard 10 - Involving Other Services

Standard 12 - Confidence in Staff

The national inspection themes which were addressed in this inspection included nutrition, tooth brushing, child protection and safe recruitment.

The service was inspected after receiving a Regulatory Support Assessment (RSA) to determine what level of support was necessary. The RSA is an assessment undertaken by the Care Commission Officer which considers complaints activity, changes in the provision of the service, nature of notifications made to the Care Commission by the service, action taken on requirements, etc.

This service was judged to require a low level of support that resulted in an inspection based on the national inspection themes and any recommendations and requirements from previous inspections, complaint or other regulatory activity.

## **Action taken on requirements in last Inspection Report**

There were no requirements in the last report.

## **Comments on Self-Evaluation**

This was completed by the head teacher and strengths were highlighted as being a safe environment with healthy snacks and well trained staff. Encouragement of positive behaviour and building self confidence in a caring environment.

Main areas of development were outlined as development of opportunities for free choice linked to new 3 - 18 curriculum guidance and the development of personal learning planning in pre-school as part of the School Development Plan 2006/07

**View of Service Users**

The child using the service enjoyed the activities on offer, especially the new computer programmes and joining in with the other children.

**View of Carers**

The views of carers were not sought on this occasion

## **Regulations / Principles**

**Regulation :**

**Strengths**

**Areas for Development**

### **National Care Standards**

#### **National Care Standard Number 3: Early Education and Childcare up to the age of 16 - Health and Wellbeing**

**Strengths**

There was effective communication between the early years worker and other staff in the school to build up a team which could support the children and assure continuity of care. Staff had undertaken child protection training and the service had a child protection policy which was available for parents.

There were opportunities for children to form friendships and personal safety was encouraged by the school safety rules.

A healthy snack was provided each day of fresh fruit and milk or water.

The nursery was part of a national tooth brushing scheme and a copy of Standards for Nursery and School Toothbrushing Programmes 2006 was available. Dental staff had given appropriate training to the nursery staff and supervision of toothbrushing took place.

Children had access to fresh air and energetic physical play in the school playground whenever the weather was suitable. Physical play was also available in the school hall and the nursery was able to join in with school P.E. lessons.

Medication policies and procedures were in place for the nursery.

Emergency procedures were in place and new pick up/drop off point in the car park was much safer for children.

**Areas for Development**

Risk assessments should be further developed to include the equipment in the school playground.

New emergency evacuation procedures to be implemented and practised with the children.

#### **National Care Standard Number 4: Early Education and Childcare up to the age of 16 - Engaging with children**

**Strengths**

The early years worker was experienced and about to undertake further training to extend her knowledge and understanding of the stages of children's development and learning. She worked with the school staff, to provide an environment where interaction was of a high

quality and influenced all activities including play. There was a very positive ethos with support and encouragement which was designed to build confidence by valuing the contributions of the children.

Assessments of the children's activities and learning took place and were recorded on a regular basis. There were long and short term plans in place but these were flexible to allow for free choice.

Information sharing was available on a regular basis with parents and grandparents having opportunities to visit the school. Photographic records were kept of a variety of activities and written reports were also issued.

### **Areas for Development**

Development of personal learning planning is to take place in the pre-school as part of the School Development Plan 2006/07.

Further opportunities for encouraging independence should be identified throughout the nursery session, including activities such as tidying up equipment and games after use. The next steps which result from assessments and observations of the children's development should be more clearly identified in the planning of future activities.

## **National Care Standard Number 7: Early Education and Childcare up to the age of 16 - A Caring Environment**

### **Strengths**

The aims and objectives of the pre-school were on display for parents and promoted by staff. There was a code of behaviour which included encouraging children to show care and consideration for others.

There was a caring ethos and mutual trust, respect and confidence was evident. The child was generally happy and able to make choices.

There was a good staff team who supported each other and worked together to help children fulfil their potential as learners.

There was positive behaviour management and parents would be included in discussions if difficult behaviour was a concern.

Written reports were designed to be parent friendly and parents were always welcome to discuss any issues concerning their child's development.

Any enquiries or complaints would be dealt with immediately by the head teacher.

### **Areas for Development**

The school had identified the developing of a new reporting format and encouraging more parental involvement where possible as areas for improvement.

## **National Care Standard Number 10: Early Education and Childcare up to the age of 16 - Involving other Services**

### **Strengths**

There were well developed links between the nursery and the school class, which took place in the adjoining room. Activities were integrated and social contact was encouraged whenever possible and appropriate. The nursery child was able to access specialist input

from visiting teachers or other professionals through the Education Department services. There were links with the health visitor, dental service and social services when required. There were also close training links with Orkney College.

### **Areas for Development**

The nursery plans to include further links with other island and mainland nurseries whenever possible given the restrictions imposed by location and transport.

### **National Care Standard Number 12: Early Education and Childcare up to the age of 16 - Confidence in Staff**

#### **Strengths**

The recruitment procedures of Orkney Islands Council Education Department had been audited and were found to be satisfactory.

The service complied with the adult:child ratios in the National Care Standards.

The early years worker had already undergone SVQ 2 training and was to commence further training through Orkney College in 2007.

The head teacher endeavoured to make appropriate use of staff skills and expertise within the small staff group available.

There was an annual staff appraisal and review system which identified staff training and development needs.

Training was planned and evaluated in line with Scottish Social Services Council registration guidelines as well as individual needs and school development plans.

#### **Areas for Development**

The school had identified the need to continue staff development by accessing further training and this had been arranged to begin in early 2007.

**Enforcement**

None

**Other Information**

The head teacher and staff were aware of the Scottish Social Services Council Codes of Practice.

**Requirements****Recommendations**

Standard 3 - Health and Well being

1. Risk assessments should be further developed to include the equipment in the school playground.
2. New emergency evacuation procedures to be implemented and practised with the children.

Standard 4 - Engaging with Children

3. Further opportunities for encouraging independence should be identified throughout the nursery session, including activities such as tidying up equipment and games after use.
4. The next steps which result from assessments and observations of the child's development should be more clearly identified in the planning of future activities.

**Marion R. Sutherland**

**Care Commission Officer**