

Care service inspection report

Eday Primary School Nursery

Day Care of Children

Eday

Inspected by: Marion Sutherland

Type of inspection: Announced (Short Notice)

Inspection completed on: 20 December 2011



Contents

	Page No
Summary	3
1 About the service we inspected	4
2 How we inspected this service	5
3 The inspection	8
4 Other information	18
5 Summary of grades	19
6 Inspection and grading history	19

Service provided by:

Orkney Islands Council

Service provider number:

SP2003001951

Care service number:

CS2003016051

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of Care and Support	4	Good
Quality of Environment	4	Good
Quality of Staffing		N/A
Quality of Management and Leadership		N/A

What the service does well

The nursery provided a high level of individual attention and knowledge of the child's interests.

What the service could do better

The nursery should ensure that there are a wider range of opportunities for learning through play.

What the service has done since the last inspection

The nursery had been inactive for some time due to lack of demand.

Conclusion

The child attending the nursery was regularly able to join in with the older children to build up his confidence and social skills.

Who did this inspection

Marion Sutherland

1 About the service we inspected

Eday Nursery forms an integral part of Eday Primary School, in premises adjoining the Community facilities on the island. The room used mainly by the nursery opens directly off the school classroom but in addition the nursery shares most of the school resources, as well as 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.

Before the 1 April, 2011 this service was registered with the Care Commission. On this date the new scrutiny body, the Care Inspectorate, took over the work of the Care Commission, including the registration of care services. This means that from 1 April, 2011 this service continued its registration under the new body, the Care Inspectorate.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of Care and Support - Grade 4 - Good

Quality of Environment - Grade 4 - Good

Quality of Staffing - N/A

Quality of Management and Leadership - N/A

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.scswis.com or by calling us on 0845 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a medium intensity inspection. We carry out these inspections where we have assessed the service may need a more intense inspection.

What we did during the inspection

We wrote this after an announced inspection which took place on 20 December 2011 from 9.30 am until 3.30 pm and was carried out by Marion Sutherland from the Care Inspectorate.

A Self Assessment had been completed by the provider.

Evidence

During inspection, evidence was gathered from a number of sources including:

- Discussion with parent and child

A review of a range of policies, records and other documentation, including the following:

- Weekly planning and evaluation sheets
- Infection control policy
- Child protection policy
- School development plan
- Standards and Quality report
- My learning story observations
- All about me assessment sheets
- Planning folder

Discussion took place with staff including:

- The acting head teacher
- The early years assistant

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firelawscotland.org

What the service has done to meet any recommendations we made at our last inspection

The recommendation was for more resources and displays to be at a suitable height for children. More of the storage and resources were now accessible for children but the displays were still too high and this has been referred to in the body of the report.

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The self assessment had been thoroughly completed by the acting head teacher and the early years assistant. They had identified strengths such as the knowledge of the children and the emphasis on encouraging their interests.

Areas for improvement included more use of the outside area for planting and growing.

Taking the views of people using the care service into account

The child at the nursery was seen to be happy and confident in his play. He related well to the early years assistant and enjoyed playing with the older children at break time, as well as joining them for exercises and to share snack.

Taking carers' views into account

The parent was very happy with the nursery and said that she 'could not praise it enough' and that she thought it was 'fantastic'. She liked the paintings and pieces of work her child brought home and how 'they told you all about what they have been doing'. She knew her son liked coming there because sometimes she had to persuade him it was time to come home. So overall she was delighted with the service.

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 4 - Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

Service strengths

After examining the evidence we found this service was performing well in the areas covered by this statement.

The nursery emphasised in its handbook that the nursery and home should work together in partnership to support children's learning and that apart from the formal opportunities for parents to visit the school, they were welcome to get in touch at any time and that 'our door is always open'.

The nursery handbook also states 'The parent-nursery partnership is very important for your child. Through our daily contact with you we exchange information, share news of important milestones and establish continuity in expectations. We are always very willing to take time to discuss his/her health and development'.

The parent interviewed was very happy about the nursery and the information she received and the opportunities she had for communicating with the school. She commented on the daily exchange of information which she had with the nursery assistant, as there was time set aside at the beginning and end of each session for parents. She felt that she knew about what they had been doing at the nursery each day and thought this was important.

Parents were all invited to Parent Council meetings each term, as well as to parent interviews. There were also more informal events such as the Christmas lunch and show when parents were able to join with the whole school. Parents were also e-mailed any school information if they wished and there was a school website.

Children's views were encouraged and explored daily through conversation and offering choice of activity.

Areas for improvement

The nursery was aware of the importance of building a strong partnership with all families and were exploring ways of getting more feedback from the parent group. They also planned to continue to find ways of letting the child's 'voice' and opinions be known and acted on.

In their self assessment the nursery stated that the 'Parent is invited to participate in and contribute towards the child's learning'.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 0

Statement 2

We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.

Service strengths

We found this service was performing very well in the areas covered by this statement.

The nursery activities were planned using the Curriculum for Excellence and Highscope, both of which placed a strong emphasis on encouraging children's choice, in order to encourage and support their learning. Relevant documents to support these approaches were given to staff and the internet was available to access the Learning and Teaching Scotland website.

Opportunities were given each day for the child to make choices from the wide variety of activities which were available and the child was seen to direct his play and choose which resources to use.

The nursery came together with the older classes throughout the session to increase the opportunities for social exchange and the sharing of ideas and knowledge.

Planning within the nursery was based on the expressed interests of the child and using knowledge of their interests to try and expand these by giving them opportunities to explore these interests further. Learning stories were used to record their activities and development and to help assess what the next steps would be in their learning. These learning stories covered social and physical development, as well as practical and thinking skills. The child was also involved in the planning and choosing of outings.

The staff were seen to interact positively with the children and to support, praise and encourage the children. Good conversation and questioning was used to help develop

the child's reasoning and communication and they were encouraged to interact with the other children in the school. Assessment information was shared with children and parents, with the child's folder being openly available to the child and the parents.

Areas for improvement

The itinerant pre-school adviser has been visiting the nursery on a regular basis and will continue to assist the early years assistant to ensure that children are being supported to achieve their potential.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

We ensure that service user's health and wellbeing needs are met.

Service strengths

We found this service was performing very well in the areas covered by this statement.

The nursery was aware of the importance of health and well being to the child's development, as this is core aspect of the curriculum for excellence. The nursery was able to demonstrate their knowledge of the child's needs and how these were being met, both within the nursery and as part of the wider school community. Children were encouraged to form friendships and to work and play together, in the classroom and out in the playarea.

Specialists could be accessed from other agencies such as speech and language, psychological services, social services and health services if these were needed. The dental hygienist was able to visit and encourage toothbrushing as the nursery participated in the national toothbrushing scheme.

Staff had training in child protection procedures and this training was regularly updated.

Staff had food handling training and were aware of best practice in relation to infection control. Healthy snacks were provided, which included fruit, vegetables and other healthy choices in line with the nutritional guidance for early years. Children were involved in the preparation of snacks and also took part in simple baking.

The nursery was a health-promoting nursery and full emergency procedures were in place. There was a medication policy which included procedures for the safe administration and storage of medication.

Children in the nursery were taking part in an exercise programme on a daily basis with the rest of the school. They were also able to have daily playtime outside and access to the large school hall for physical play on a regular basis.

Areas for improvement

The nursery was planning to involve children in growing vegetables and fruit in the greenhouse which will then form part of their healthy snacks.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Service strengths

We found this service was performing well in the areas covered by this statement.

The child in the nursery was encouraged to have input into any changes in the environment such as moving equipment, or using items such as the climbing frame. They were also involved in choosing items for display, including pieces of their own work.

Children's views were gathered through joint planning of any changes, discussion which took place during play and the following up of their expressed interests and ideas.

The parent council would be involved in discussions regarding any changes to the environment of the school. Their views would also be taken into account when deciding on areas of development for the nursery, and this would include any large changes to the environment.

Children and parents, through the parent council, had been involved in planning to develop the outdoor play area in 2010-2011.

For additional evidence see Theme 1, statement 1.

Areas for improvement

The school was aware of the need to invite parents to participate in and contribute towards discussion regarding the environment.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 0

Statement 2

We make sure that the environment is safe and service users are protected.

Service strengths

We found this service was performing very well in the areas covered by this statement.

The building and surrounding play areas were enclosed and gated and the school had a video entry phone system. The building was seen to be well maintained and appropriate maintenance contracts were in place. The building was clean and there were suitable toilets, as well as hand washing facilities within the adjoining school classroom. Outdoor areas were checked daily and kept free from litter or hazardous items.

Risk assessments were carried out and updated. The kitchen area was only accessed with supervision. Furniture and equipment was appropriate for the age of the children. Internet access was controlled.

Children were encouraged to participate in projects to care for the environment such as recycling and tree planting. The outdoor play area was in a good state of repair and children were supervised outside.

Areas for improvement

The school was planning to further develop the outdoor area to allow additional aspects of the curriculum to be met outside.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

The environment allows service users to have as positive a quality of life as possible.

Service strengths

We found this service was performing well in the areas covered by this statement.

The nursery area was bright and had a range of displays of children's work, including photographs. There were a range of resources for the nursery including a climbing frame and slide, books, drawing materials, computer, puzzles and board games. There was a tray for sand or water play, which on the day of the inspection was being used to create 'magic snow', with the aid of white crystals and water and lots of stirring. There was also musical instruments, some dressing up items such as construction helmets, building bricks and duplo.

There was a very wide selection of natural materials in the nursery, some of which reflected the island environment and others, such as tree leaves and seeds, which were brought in to widen the knowledge and understanding of the children.

New flooring had been laid to provide carpeting for the cosy area of the room and suitable waterproof flooring for messy play. The room was laid out to provide a mixture of small play areas which was suited to the small number using the nursery, although the older school children were able to share the area if a suitable activity was being undertaken. The nursery was also able to share school resources.

There was a large outdoor play area, both a playground and a grassed area with large outdoor play items such as a hill with a slide, a climbing net and other challenging equipment. These were seen to be enjoyed by the nursery, as well as the other children in the school.

There was a smaller walled garden space with a greenhouse, adjoining the nursery room, which is going to be used for growing plants in the spring. It is planned that the children will be involved in growing snack items such as tomatoes and carrots.

Visits to the mobile library were planned whenever the van was on the island and visits to the nursery were encouraged from local services such as the fire or police. There were photographs of the children using local resources and participating in local events on the island. Community organisations engage with and involve the nursery and the notice board reflected community events.

Areas for improvement

Many of the displays were very high up for nursery children and it would be more appropriate if their displays could be lower, so that the children were able to contribute to them more easily, as well as look at the photographs in more detail. This would encourage discussion and recall of earlier activities and interests.

The range of toys available for the children to encourage imagination and learning through play, could be wider, with more role play and small world toys. Some of the nursery room space was shared with the school and this reduced the possibilities for play areas such as a home corner. It also resulted in the area being rather restricted for imaginative play and lacking in opportunities for child to develop and return to themes and interest areas. (See recommendation 1)

The nursery was planning to use more of the local facilities and ensure that children had an awareness of the resources available in their local community.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The space in the nursery room should encourage children's imagination and creativity and be based on the development needs of nursery stage children. In order to achieve this some reorganisation of the nursery space should be undertaken to allow children to exercise choice and influence the environment. National Care Standards Early Education and Childcare up to the age of 16: Standard 5 Quality of Experience.

Quality Theme 3: Quality of Staffing - NOT ASSESSED

Quality Theme 4: Quality of Management and Leadership - NOT ASSESSED

4 Other information

Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

Enforcements

We have taken no enforcement action against this care service since the last inspection.

Additional Information

Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in SCSWIS re-grading the Quality Statement within the Management and Leadership Theme as unsatisfactory (1). This will result in the Quality Theme for Management and Leadership being re-graded as Unsatisfactory (1).

5 Summary of grades

Quality of Care and Support - 4 - Good	
Statement 1	4 - Good
Statement 2	5 - Very Good
Statement 3	5 - Very Good
Quality of Environment - 4 - Good	
Statement 1	4 - Good
Statement 2	5 - Very Good
Statement 3	4 - Good
Quality of Staffing - Not Assessed	
Quality of Management and Leadership - Not Assessed	

6 Inspection and grading history

Date	Type	Gradings
24 Mar 2009	Announced (short notice)	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and Leadership 4 - Good

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

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ہے بایتسرد می ونابز رگی دی روا ولکش رگی دی رپ شرازگ تعاشا ہی

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