

Care service inspection report

Eday Primary School Nursery

Day Care of Children

Eday Primary School

Eday

Orkney

KW17 2AA

Telephone: 01856 873535

Type of inspection: Announced (Short Notice)

Inspection completed on: 8 October 2014



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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	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	4	Good

What the service does well

The nursery gave individual attention based on knowledge of the child's interests. They maximised the opportunities for socialising with the other children in the small school.

What the service could do better

The nursery was planning to improve the outside area, to provide more opportunities for learning in the nursery garden. Children would also be able to choose to play and work outside throughout the session.

What the service has done since the last inspection

The nursery has made considerable improvements to the environment within the nursery, to make it a more suitable room for the youngest children in the school.

The staff member has continued with her studies and has now completed her qualification in line with the 'Scottish Social Services Council' (SSSC) requirements.

Conclusion

The service provides a welcoming and nurturing introduction to school where children can feel included in the life of the school and have the opportunity to meet and mix with other children as an active member of the school community.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information in relation to all care services is available on our website at: www.careinspectorate.com.

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 01 April 2011.

Requirements and Recommendations

If we are concerned about some aspect of a service, or think it could do more to improve, we may make a recommendation or requirement.

- A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service, but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.

- A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 and Regulations or Orders made under the Act or a condition of registration. Where there are breaches of Regulations, Orders or Conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Eday Nursery forms an integral part of Eday Primary School, in premises adjoining the community facilities on the island. The room used by the nursery opens directly off the school classroom and in addition the nursery shares appropriate school resources, as well as access to the school hall, community room and the outside garden and 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.

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

Quality of Care and Support - Grade 5 - Very Good

Quality of Environment - Grade 5 - Very Good

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - Grade 4 - Good

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.careinspectorate.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 low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

We wrote this report following an inspection announced at short notice. This was carried out by a Care Inspector on 8 October 2014, from 9.00am to 2.30pm and feedback was given to the acting head teacher and staff.

As part of the inspection, we took account of the completed annual return and self assessment forms that the provider had completed and submitted to us.

No Care Standards Questionnaires were returned by parents/carers.

During this inspection process, we gathered evidence from various sources including the following:

- Displays of children's work
- Staff planning
- Parental involvement policy
- Staff training records
- Accident and incident records
- Risk assessments
- Children's files
- Pre-school handbook
- Discussions with parents and children
- Discussions with staff and the manager
- Observations of environment and practice
- Self assessment.

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

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 Care Inspectorate received a fully completed self assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included for each statement that we grade services under.

The provider identified what they thought the service did well and some areas for development and any changes it had planned.

Taking the views of people using the care service into account

There was one child in the nursery and he seemed happy and was enjoying the activities which were on offer. He was able to join in with the music class in the hall for the older children and then return to the nursery. He also liked playing with the school children when they shared breaktime together outside in the playground. He was an enthusiastic baker when it came to making pizza and went home very pleased with his achievement, as he was able to take home pizza to share with his family.

Taking carers' views into account

The parent who was spoken to during the inspection, was very positive about the service. They thought their child was happy, which was very important to them. They were able to share experiences with the nursery and they welcomed the opportunity to be involved by sharing items from home. They thought there was good choice within the nursery and that their child was actively engaged by the activities. They found staff approachable and liked the daily contact, which they were able to have with staff.

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: 5 - Very 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

Following discussion with the manager, staff, parents and children and observation of practice and a review of the documentation available, the service was found to have a good performance in relation to the participation of children and their families.

The nursery emphasised in its parents' 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 explained '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 involvement which was encouraged through bringing items from home and sharing experiences. She was also pleased with the daily exchange of information, which she had with the early years worker, as there was time set aside at the beginning and end of each session for talking to parents. She felt that she knew about what her child 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 emailed any school information if they wished, and there was a school website.

Children's views were encouraged and explored daily through conversation and offering a choice of activity. The child was seen to make choices throughout the session, from joining in with the music class to making the pizza dough and choosing toppings. His ideas and interests were respected and he played an active role in nursery planning, and in choosing work to go in his folder.

Parents were invited to the school open day and would be able to visit the nursery and the classroom. They were also welcome in the nursery any day to look at, or join in with, the activities. Children's folders were available on the open day along with parent comment and evaluation sheets. Children's folders were also available for taking home in holidays, and when requested by parents.

Due to the small numbers at the nursery it was not possible to have anonymous feedback about any aspect of the nursery. Therefore questionnaires were not seen as helpful by parents and the nursery concentrated on building up good relations with families to encourage a free flow of information.

Areas for improvement

The nursery had identified the importance of continuing to build on links between themselves, the wider school and home.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

We found this service was performing very well in meeting the health and wellbeing needs of the children. We concluded this, after we spoke to the manager and staff, saw written evidence and made observations at the nursery.

The nursery was aware of the importance of encouraging children's health and wellbeing as part of the Curriculum for Excellence. The early years worker 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. An 'All About Me' booklet was completed by parents, prior to the child starting, which included information such as, favourite stories, foods and activities. It also included family and household members and pets so that staff were aware of the important names in a child's life. Both parents had been able to visit the nursery and speak to staff, and

mum had suggested using the 'Tidy up' song, which gave a link with routines used at home.

To help ensure that children were healthy and included, specialists could be accessed from other agencies such as, speech and language, psychological services, social services and health services when these were needed. The dental hygienist visited and encouraged toothbrushing as the nursery participated in the National Toothbrushing Scheme.

To help keep children safe, the early years worker had recently undergone training in child protection procedures as part of their HNC and in the school this training had been updated in September 2014.

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 baking, such as making pizza on the day of the inspection. They were also involved in growing edible plants, such as tomatoes in the greenhouse, and then eating these as part of snack.

To help keep children in the nursery healthy and active they were able to play outside with the school children at break time, each day. They were able to use the large school hall for physical play on a regular basis using gym equipment, as well as wheeled toys and bikes. When suitable they joined in with the rest of the school during the visits of the specialist teacher, for PE and for drama.

There was a medication policy in place, which included procedures for the safe administration and storage of medication, in line with education department guidance.

To help provide a nurturing and inclusive environment for the youngest children, all the staff and children in the school gave the nursery children opportunities to take part in activities such as music, drama and school assemblies. The older children were seen to make the nursery child a respected and included member of the school and he had a great sense of achievement from playing the drum kit with instruction from the older children. Children were also able to access resources in both the nursery and the school room, which made them feel included as part of the whole school. Although there was only one child in the nursery, opportunities were taken to encourage them to socialise with the older children in the classroom and out in the play area.

When possible the nursery had tried to link in with other small nurseries in the area, to allow the children to extend friendships. They had made a visit to Kirkwall last Christmas and were planning a Christmas visit with the children from Stronsay.

Areas for improvement

A great deal of effort had been put into making the nursery a more child friendly space for the youngest child in the school. The furniture and storage were child-sized and activities were accessible. However, the space was lacking in soft areas and a more comfortable space for relaxing. To counter this, the early years worker was making bean bags, which would provide a place for resting or reading.

The early years worker was booked to update her First Aid training in November.

Staff were made aware of the new nutritional guidance 'Setting the Table', which is now available online.

Though there was no health visitor on the island, it would be good practice for the visiting health visitor to have links with the nursery, to allow for information sharing, in line with 'Getting it Right for Every Child' (GIRFEC). GIRFEC is the Scottish Government's approach to improving outcomes and wellbeing for all children.

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: 5 - Very 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 sand or water. 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 was involved in discussions, regarding any changes to the environment of the school. Their views were taken into account when deciding on areas of improvement for the nursery, such as, the planned changes to the nursery garden to create more growing space and a more varied play area outside.

For additional evidence see Quality Theme 1, Quality Statement 1.

Areas for improvement

To continue to share ideas with parents and children.

Grade awarded for this statement: 5 - Very 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 ensuring the environment was safe and the children were protected. We concluded this, after we spoke to the manager and staff, saw written evidence and made observations at the nursery.

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, through Orkney Islands Council. 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. Fire exits were seen to be kept clear.

The nursery room was seen to be clean, spacious and well decorated with suitable storage to allow children to move about and make choices. Resources were clean and in good condition. There was also a large hall for active play, in addition to the outside areas.

To help keep children safe risk assessments had been carried out and updated for premises and activities. Those for the outdoor play areas had been done with input from the school children. The kitchen area was only accessed with supervision. There was a fridge and cooker available in the school office. Furniture and equipment was appropriate for the age of the children. Internet access was controlled.

Children were encouraged to actively 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. There was a wildlife area, which the nursery was able to use to learn about plants and animals and extend their imagination, through activities such as a 'Bear Hunt', which they did with the primary 2 children.

Areas for improvement

The nursery garden was about to be upgraded during the October school holidays, so that children would be able to have free access to play outside during the nursery session. They would also have a wide range of surfacing such as gravel and grass and mud/soil areas for planting. The head teacher was aware of the need to update the risk assessment once the work was completed in the garden.

Nappy changing facilities would be added to the nursery if this was necessary, due to the age or needs of children attending the nursery.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

See Quality Theme 1, Quality Statement 1.

The parent council would be consulted about any changes in staffing, within the nursery.

Areas for improvement

See Quality Theme 1, Quality Statement 1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Service strengths

After considering the written evidence in the self assessment and policies, talking to the manager and staff and observing practice, this statement has been graded as very good.

The early years worker had recently completed her HNC in Early Education and Childcare, despite the difficulty of accessing training in the remote location. She shared good practice with a colleague in a similar setting and found this gave her opportunities to discuss practice issues and prevent her becoming isolated. She used a variety of communication methods to take part in training and practice discussions including video conferencing, email and telephone. She had also been able to take part in visits to other nurseries to share ideas and good practice.

In discussion the staff member was seen to be motivated and committed to providing a good service and to building up her knowledge. She also tried to provide a range of stimulating experiences for the child by accessing a range of additional resources from outwith the nursery, when she felt this to be appropriate.

Suitable policies were in place to cover all aspects of staffing including recruitment, induction and whistle blowing. There was a staff development strategy, which would be linked to any areas for improvement identified in the school improvement plan. Staff had opportunities for development, linked to annual appraisals and the principal teacher would help to advise on training opportunities, which were available.

The early years worker received regular support from the principal teacher for early years, who had been involved in the plans for the upgrading of the outside area, as well as the changes they had already made inside the nursery. She was also able to have daily contact with the manager of the nursery, due to the small staff group and proximity of the nursery and the school classroom.

Staff were appropriately registered with the SSSC and were aware of the need for continuous professional development. There was access to in-service training either in Kirkwall or within the school, and there was a buddy system between isles and town based workers, to ensure that information was more easily shared between nurseries.

Areas for improvement

The early years worker was interested in undertaking Solihull training which was being offered by the local authority.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

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 management and leadership of the service.

Service strengths

See Quality Theme 1, Quality Statement 1.

Areas for improvement

See Quality Theme 1, Quality Statement 1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

Service strengths

After considering the written evidence in the self assessment and policies, talking to the acting head teacher and staff and observing practice, this statement has been graded as adequate.

The acting head teacher had started to undertake evaluation of the nursery as part of the school's standards and quality report and areas for improvement were identified for the School Improvement Plan. They had been working on improving outdoor provision across the age range - nursery to primary 7 (P7) and developing the nursery area in readiness for 2 year old provision following advice from the principal teacher for early years.

Both the early years worker and the acting head teacher confirmed, that regular discussions were held within the staff team, to evaluate practice and influence forward planning on a day to day basis. The views of parents and the children were sought and taken into account on a daily basis. A self assessment document had been returned to the Care Inspectorate, prior to the inspection.

When looking at how well the school supports children to develop and learn they felt that all pupils, including the nursery, were encouraged and supported to make individual choices, in order to develop and celebrate their own successes and achievements. They had built up links with the local community on a number of combined projects such as, the opening of the Bug Hotel, which had included the nursery. They had also worked on the programme for pre-school to primary 1 (P1) transition, which included year round inclusion of the nursery in whole school projects.

The principal teacher for early years worked with the school and nursery staff on planning and self evaluation when she was able to make visits to the school. Discussion with staff indicated the nursery was viewed as an integral part of the whole school and systems, to ensure a smooth transition from nursery to P1 had been evaluated and further developed, involving parents in the process.

There was a complaints procedure, which included access to advocacy, and a parent council which consulted with parents and staff.

Areas for improvement

The head teacher for the school had been absent for some time, which had meant a delay in undertaking the school quality assurance and self assessment process while they waited for her to return. This was now being undertaken by the acting head teacher until the head teacher was able to return to her post.

The tiny staff group, supported by visiting teachers, meant that self evaluation was a more difficult process as there was not a wider perspective or the same opportunities for discussion and evaluation. There was a plan to develop the self evaluation process across the cluster of nurseries, which will help to support wider contributions, while retaining the individual perspectives of the individual nurseries involved. **(See Recommendation 1)**

Grade awarded for this statement: 3 - Adequate

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. Regular self evaluation and assessment of the service should take place taking account of national advice, such as the 'Child at the Centre 2'.

Reference: National Care Standards Early Education and Childcare up to the age of 16, Standard 13: Improving the Service.

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 the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

5 Summary of grades

Quality of Care and Support - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Environment - 5 - Very Good	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
Quality of Staffing - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Management and Leadership - 4 - Good	
Statement 1	5 - Very Good
Statement 4	3 - Adequate

6 Inspection and grading history

Date	Type	Gradings
20 Dec 2011	Announced (Short Notice)	Care and support 4 - Good Environment 4 - Good Staffing Not Assessed Management and Leadership Not Assessed
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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