

# Eday Primary School Nursery Day Care of Children

Eday Primary School  
Eday  
Orkney  
KW17 2AA

Telephone: 01857 622227

Type of inspection: Unannounced  
Inspection completed on: 15 June 2017

**Service provided by:**  
Orkney Islands Council

**Service provider number:**  
SP2003001951

**Care service number:**  
CS2003016051

## About the service

Eday Primary School Nursery forms an integral part of Eday Primary School, 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 can be offered a place from their second 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.

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. They are often referred to as the SHANARRI indicators.

## What people told us

The children who were attending the nursery were seen to be happy and involved during their time at nursery. They obviously enjoyed playing with the older school children at the beginning of the session and over snack time, when they shared fruit together. Children talked about sports day and staying over lunch time with obvious pleasure. The two year old was already telling her parent that she wanted to stay again for lunch with the older children.

Both sets of parents were very happy with the nursery and the range of experiences which their child was having. They could see their child growing in confidence as they spent time in nursery and were very pleased with the progress they were making. Feedback from parents to the nursery had included "I like the way the nursery is integrated with the school" and "Pleased with diary of what my child has been doing at nursery".

## Self assessment

The Care Inspectorate received a fully completed self assessment document from the provider as requested in December. The provider identified what it thought the service did well and gave examples of improvements in key areas such as information sharing through the use of the children's folders and sharing photos with home. They also hoped to be able to improve the environment to allow them to offer a place to two year olds on the island.

The self assessment clearly identified some key areas they believed can be improved and showed how the service intended to do this when they were able to get a more stable staffing situation in place. The provider told us how the views of children and parents were taken into account in the self assessment process and how their feedback influenced the development of the plans for improving the service.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	4 - Good
<b>Quality of environment</b>	not assessed
<b>Quality of staffing</b>	not assessed
<b>Quality of management and leadership</b>	4 - Good

## What the service does well

Eday Primary School Nursery provided an opportunity for children from two to five to be a respected part of the school community and experience a wide range of learning through play. The needs of the nursery children were included in all discussions and decisions about the school and they were seen to be active members of the school. Nursery children joined in with the older class at playtime, had snack together and shared use of resources such as the poly tunnel and the school library. Their achievements were celebrated at school assembly with the older children.

The school had a good range of outdoor environments which the children could access, including the play park with large fixed equipment, the poly tunnel, the nursery garden and the school playground. The school had recently hosted a community sports day and poly tunnel opening event, to bring together all members of the community, and the nursery children were able to share this with their families.

The early years worker in the nursery and the head teacher worked together to ensure that the children were able to have as wide a range of experiences as possible given the limited facilities on the island. The children were taking responsibility for monitoring the incubator for the eggs that were being hatched, they had plants to water and they had sprouted seeds, that along with fruit, formed snack for the school. Both children were interested in learning about the snake that was visiting the nursery and had the chance to experience handling it.

In order to build links with home and the community, all the children on the island and their parents were invited to regular 'Stay and Play' sessions at the nursery. This helped parents who might otherwise be isolated, make links with the school and other families in the small community with only two children of nursery age. As well as daily conversations, parents were given weekly updates on pen drives, with photos of children's activities and there were also observations and examples of children's work in their folders. Parents said how pleased they were with the information they had about their child's activities and progress at nursery.

## What the service could do better

Though there were many links with the older children, they could build on these further by assisting the younger children to extend their knowledge through working on themes or information finding together. Links with home could similarly be extended by shared learning with home on topics of interest to the children, such as finding out more information about the snake they had visiting.

To encourage early literacy development the nursery children should also be included in more mark making to help them understand the importance and meaning of writing. This would lead to more display of their mark making and help involve the children in writing at an appropriate level. Letter formation is an element of learning to write that works well outside, so mark making could take place in the sand or with sticks or chalks. A child's ability to form letters has strong links to their overall development, as well as an interest and desire to write. Introducing formal writing when children are too young or not developmentally ready, runs the risk of creating unnecessary handwriting difficulties. **(See recommendation 1.)**

The early years worker was in her first year in the nursery and had undertaken relevant training, including first aid. She was supported by the Orkney Islands Council Early Years team and had made visits to other nurseries. She was now to start her qualifications to meet the conditions of her Scottish Social Services Council registration, although the remoteness and difficulty of transport links made this a demanding process.

The provider was planning to make improvements to the nursery room to create a small kitchen area with child-sized sink, as well as upgrading the appearance of the room and improving the safety and accessibility of electrical sockets. The school was hoping to have this work carried out over the summer or the October school holidays. However, the location often made it difficult to obtain contractors to carry out work.

During the inspection the inspector discussed with staff the guidance available on ways of extending the range of outside activities in the publications 'My World Outdoors' and the 'Loose Parts Toolkit', both available on the Care Inspectorate Hub. A loose part is the term given to natural resources and generally random found objects and the Toolkit aims to raise awareness of the value of loose parts to children's play and provide practical guidance to those working with children.

The head teacher and early years worker had started to evaluate the service in order to meet the individual needs of the two children at the nursery. They took into account feedback from children and parents, using observations and evaluations and were going to develop an improvement plan taking into account 'How Good is Our Early Learning and Childcare'. **(See recommendation 2.)**

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 2

1. To ensure that learning activities are developmentally appropriate for the children.

**National Care Standards Early Education and Childcare Up to the Age of 16 - Standard 5: Quality of Experience**

2. Regular self evaluation and assessment of the service should take place based on national guidance, such as 'How Good is our Early Learning and Childcare'.

## National Care Standards Early Education and Childcare Up to the Age of 16 - Standard 13: Improving the Service

### 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								
8 Oct 2014	Announced (short notice)	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	4 - Good
Care and support	5 - Very good									
Environment	5 - Very good									
Staffing	5 - Very good									
Management and leadership	4 - Good									
20 Dec 2011	Announced (short notice)	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>Not assessed</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	4 - Good	Environment	4 - Good	Staffing	Not assessed	Management and leadership	Not assessed
Care and support	4 - Good									
Environment	4 - Good									
Staffing	Not assessed									
Management and leadership	Not assessed									
24 Mar 2009	Announced (short notice)	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	4 - Good	Environment	4 - Good	Staffing	4 - Good	Management and leadership	4 - Good
Care and support	4 - Good									
Environment	4 - Good									
Staffing	4 - Good									
Management and leadership	4 - Good									

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.