

Ballantrae Primary School Nursery Class

Day Care of Children

4 Shellknowe
Ballantrae
Girvan
KA26 0NH

Telephone: 01465 716803

Type of inspection: Unannounced
Inspection completed on: 13 June 2017

Service provided by:
South Ayrshire Council

Service provider number:
SP2003003269

Care service number:
CS2003016136

About the service

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it Right For Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. GIRFEC is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of GIRFEC. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Ballantrae Primary School Nursery Class is a daycare service for children provided by South Ayrshire Council in the village of Ballantrae. A Peripatetic Head Teacher managed the nursery and supervised the staff. The provider offered the service within Ballantrae Primary School. Staff provided early learning and childcare for children aged 2 years to school age. The service operated morning and afternoon sessions during term time. Extended term time sessions were available.

The nursery handbook stated the intention to provide a quality service for children by aiming to:

- Provide a caring, safe and stimulating environment in which children feel happy and secure;
- Develop each child's individual skills through interesting and appropriate activities;
- Create opportunities for children to extend their communication skills;
- Promote good manners, consideration for others and self-discipline;
- Foster a genuine partnership with parents;
- Ensure that equal opportunities are given to all children in their development.

On the day of our inspection, 13 children attended in the morning and 8 in the afternoon, 4 children stayed for lunch.

What people told us

The Care Inspectorate issued some Questionnaires to the Nursery incorrectly, however we received three completed Care Standard Questionnaires during the inspection. Almost all respondents agreed or strongly agreed that they were happy with the quality of care provided. One respondent raised a specific issue, which we shared anonymously with the headteacher at the inspection visit.

Some of the comments within the responses included:

'Ballantrae Nursery and Primary School are outstanding. My child is always provided with the most fantastic opportunities to learn - like trips to the river and to visit a local castle. My child has learnt so many amazing things from nursery - he has learnt facts about dinosaurs and about our village. The nursery teacher puts so much love, care and thought in to the children's learning. I am so happy with the education he is receiving at Ballantrae. The Headteacher is also fantastic, helpful and so approachable. She has attended school trips with the nursery and involves them as much as the school children.'

'I feel the nursery has given my child the best start to their education, improved their confidence and people skills. Since starting this nursery I have seen a great improvement in my child.'

'My child has thrived at Ballantrae Nursery. My child was extremely shy and didn't want to stay but I stayed with my child for the first term and they now love nursery! My child is confident and developing all their skills. The staff provide a rich learning environment using lots of lovely natural materials and making the most of their surroundings. Thank you!'

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at their comprehensive improvement plan and quality assurance paperwork. These clearly demonstrated their nursery class priorities for development and how they were monitoring the quality of the provision within the service. We were able to evidence improvement work that had been undertaken in line with the Service Improvement Plan, this had been evaluated and next steps identified.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	6 - Excellent
Quality of management and leadership	not assessed

What the service does well

The headteacher, the nursery teacher and staff had successfully established a warm, nurturing and inclusive care and learning environment. We observed children and parents being welcomed and included into the nursery.

The headteacher and nursery teacher recognised the importance of working in partnership with parents. Parents told us that staff engaged with them effectively and encouraged their involvement. We attended two parent transition meetings during the inspection visit and saw participation, respect and collaboration at the heart of the nursery. Formal and informal consultation with parents, children and staff helped to identify what was working well and where improvements could be made. We saw excellent examples of staff supporting children who were less confident in expressing their views and preferences.

Communication between staff and management, parents and children was highly effective. Staff and the headteacher knew the children and their families very well and had their interests at the core of the service.

Children and their families had access to a nurturing approach, from staff and a head teacher who clearly understood nurturing principles and effectively delivered these.

Parents and partner agencies were actively engaged, when necessary, by the nursery in order to ensure all children benefited from the right support at the right time. We saw ample evidence that a clear picture of each child was being built. The nursery put children, and their families, wellbeing at the middle of all they did. We observed some excellent examples of this in practice.

The nursery had effective personal plans, we suggested these could be enhanced further by linking the information gathered to the planning cycle. It was clear that parents and children had been actively involved in reviewing and personalising the personal plans. Home achievements were being celebrated in the nursery.

Staff spoke to children with respect, at child level and showed keen interest in the child's views and opinions. Children were respectful of each other. We saw excellent examples of this throughout the inspection visit. One example included staff using adapted critical and creative thinking strategies to support the children to be respectful of their peers during story time.

We observed the head teacher and the staff working with children to extend and expand their care and learning. Staff led the 'Dough Disco' session, which was excellent and highly engaging. Staff strengthened children's fine motor and listening skills whilst the children danced to the music manipulating play dough at the same time. The children excitedly told us they loved this activity

The head teacher and her staff were professional, enthusiastic and motivated. They communicated well together and showed respect for their colleagues' abilities. The head teacher and the nursery teacher had developed excellent transition arrangement between the nursery and the school.

A range of training had kept staff skills up to date. Outcomes for children were being positively affected by training that staff had attended. Staff showed awareness of this impact. We particularly noted the impact and outcomes for children of the 'Play on Pedals' training two members of staff had attended. This training had been cascaded to colleagues. We saw a number of children were able to proudly cycle their bike confidently. We also saw some children persevering to achieve with this. Support from staff was ample.. The children also spoke to us knowledgeably about bike safety and measures they could take to reduce risks.

The nursery teacher had researched and adapted, in her own time, excellent outdoor learning ideas. She told us about Forest nursery ideas she had researched being adapted to fit with Ballantrae Primary School Nursery Class local amenities including using the beach and the river bank. These were evident from excellent displays on the walls.

Staff were knowledgeable and freely engaged in professional dialogue throughout the inspection visit.

During the inspection visit we observed a number of occasions that outcomes for children were clearly and effectively improving as a direct result of the staff team engaging the family in the care and learning process.

What the service could do better

We saw excellent paperwork however we suggested staff should ensure they complete all paperwork consistently and in full. For example, where the paperwork asks for a date of birth this should be inputted.

The nursery consults with parents on an on-going basis, however staff spoke about not receiving much input at times. We suggested that alternative methods be tried and tested.

The nursery had established effective health and safety procedures. However, the current audit processes and procedures should be further developed.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
10 Mar 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
31 Jan 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
17 Aug 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 5 - Very good

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