

Dunrossness Nursery Day Care of Children

Dunrossness Primary School
Dunrossness
Shetland
ZE2 9JG

Telephone: 01595 745440

Type of inspection:

Unannounced

Completed on:

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Service provided by:

Shetland Islands Council

Service provider number:

SP2003002063

Service no:

CS2003016123

About the service

Dunrossness Nursery operates from two converted classrooms within the Dunrossness Primary School in the south area of mainland Shetland. During the operating times the service has dedicated use of two playrooms, toilets and changing areas, office, the outdoor area and shared use of school premises and grounds.

The service is registered to provide a care service to a maximum of 30 children aged three years to those not yet attending primary school. Since the previous inspection the service had taken part in a pilot to provide an extended session in line with the government's initiative to provide 1140 hours of free childcare for children and their parents. They now continue to provide a longer session. Parents can choose to use the longer day or their child can stay for shorter sessions either staying for lunch or not. The service have a protected time over lunch when drop offs or pick ups are not allowed, ensuring lunch-time is a settled time for the children.

On the day we inspected the service there were 23 children attending and four members of staff. The service provide a 'soft' start and end to the day so children arrived and were collected at various times. Half of the children stayed for lunch. We gave feedback to the head teacher and staff at the end of the inspection.

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. Getting it right for every child 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 Getting it right for every child. 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.

What people told us

There were 23 children attending the service, some stayed for the full session and others left before or after lunch. We asked them if they liked spending time at Dunrossness Nursery and all the children who were asked confirmed that they did. The children were very chatty and friendly and talked at length with the Inspector.

Among their comments were:

- "I been playing with the cars - then I played with a fire engine".
- "We made a flower garden - we used straws to make flowers then put them in the vases. It's not really vases, it's milk bottles but we've drank all the milk already so they can be vases now".
- "I like it here - we get to do stuff".
- "Sometimes I like snack best but today I like the gloop".

During the day we observed the children as they played. We noted that they were happy and relaxed with the staff and engrossed in their play. We heard the 'hum' of busy children and saw happy, smiling faces.

We talked with five of the parents and carers during the day and they told us they were very happy with the care and support provided at Dunrossness. They thought the area was safe and secure and said there was always a good range of activities provided. The ones who used the cooked lunches liked that children had a cooked school dinner, and that they did not have interruptions so they could eat and enjoy their meal. Parents told us the children were outdoors usually daily, which they liked.

Parents commented on the issues the service had experienced with staff absences and relief workers, however they thought this had been managed appropriately. We shared this feedback with the head teacher and staff during the feedback session. Parents told us their children enjoyed their time at Dunrossness Nursery, liked the staff and were always keen to go.

We reviewed the Care Standards Questionnaires we had asked the service to give to parents and found that the parents who replied were very happy with the service.

There were several written comments, one of which was:

"It has been a challenging transition to the 30 hours, but things have definitely calmed down and improved from the beginning".

We shared all feedback with the head teacher and staff during the feedback session.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their quality assurance processes and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

We found a welcoming and happy atmosphere within Dunrossness Nursery. Children were assured of a very good quality of care and support from the warm and caring staff who were friendly and respected both children and parents. We saw children were relaxed and happy with all staff and familiar with the nursery routines. Since the previous inspection the service now provide a full day session including lunch. Not all children stay for the whole day and they can be dropped-off at any time due to the 'soft start and end' of session. Staff were aware of the needs of each child and knew the children very well. It was nice to see the positive relationships between staff and the children.

We found staff were aware of their individual learning needs and where they needed to offer support. We saw staff knew when to sit back and let them explore at their leisure, offering help only when needed. Staff were kind and friendly with the children, listened to their comments and genuinely valued their opinions and views. We saw staff supervised them well giving reminders to keep themselves safe and be considerate of others.

Staff now had regular meetings to discuss the service which included care needs, planning, evaluation and maintaining records. These meetings were scheduled on different days to allow all staff to attend. We heard staff discussing together during the session. They also used the staff meetings to discuss good practice.

Children's records included information gathered from parents which helped them plan the care needed. Care plans were updated regularly and clearly showed how they met each child's needs. Children with additional needs were supported very well and transition to Primary 1 for some children had already begun. We discussed evaluation of learning needs and saw this was an area the head teacher had been looking at and she was now rolling out this with the staff-team, planning another training session at the next team meeting.

Effective procedures were in place to safeguard children. The child protection policy provided clear guidance for staff. Staff were knowledgeable and had a clear understanding of their roles and responsibilities to protect children. Appropriate systems were in place for recording and reporting any concerns. Staff attended child protection awareness training on a rolling-programme as part of their core training. Staff regularly refreshed first aid and food hygiene and attended a range of training opportunities on in-service days aimed at improving the quality of children's experiences, for example: some had attended 'Getting it right for Every Child' (GIRFEC).

Children's were encouraged to have healthy lifestyles. Staff included wellbeing within the planning ensuring this covered healthy eating, benefits of exercise, access to fresh air and how this helped them to be healthy. Nutrition was an area they had been looking at since they now provided lunches. Menus for snacks and lunch were shared with parents. Lunch was a positive experience which encouraged children to socialise, demonstrate manners and tidy away dishes. This helped to develop their language and social development and taught them good life skills.

Children had access to fresh air and outdoor play daily. The day was cold and wet, however, this did not deter the children enjoying a short outdoor session during the morning. We noted children had access to a very good range of activities indoors. The outdoor play area was described as: "work in progress".

Children had access to an interesting and stimulating choice of learning opportunities indoors. The staff followed the children's interests and provided spaces where they could explore and experiment at their leisure. Children were involved in their learning with more child-led planning now being implemented. Staff evaluated children's learning and development, recorded observations to plan how to support them to progress. We saw child profiles and noted this was an area they were working on. Staff were looking at ways to further involve the parents in their child's learning.

Staff worked well together and were happy in their work. Staff felt valued and supported by the head teacher, who really cared for their health and wellbeing. The whole team was dedicated, professional and strived to meet children's needs. The parents told us they were very happy with the service provided and they thought staff were: "wonderful" and "so good with the bairns".

What the service could do better

There were some areas we agreed the service should look at or continue with the changes they had already implemented.

These included:

- The head teacher and staff to look at the indoor environment with a view to making it more nurturing, for example where they would create a quiet or 'cosy' area for children if they needed to rest during the longer session. We also discussed the need to ensure younger children could have a rest after lunch and how they could best provide this.
- Both playrooms were converted classrooms and we asked that they review the area and look at how this could be made more child-friendly. As a pre-school class these were very good, however, the service has changed to full day provision and they need to ensure children have 'down time' areas.
- The manager and staff to continue to work on the planning regime with the new format for observations of the children's learning and development. They should continue to look at how they included parents with this.

We noted that the children's profiles were now in the playroom, however these were out of the children's reach. We discussed how these should be accessible for the children. We also talked about ways these may be shared with parents.

The outside area which was very: "school playground-like" however, this was an area they were very aware of and had been looking at, trying to source funding. We agreed this would enhance the children's quality of experience when the outdoor environment was upgraded.

We discussed how they planned to include more natural resources for play indoors as well as outdoors.

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
3 Feb 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
5 Feb 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
3 Dec 2010	Announced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good

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