

# Sandwick Junior High School Nursery Day Care of Children

Sandwick Junior High School  
Sandwick  
Shetland  
ZE2 9HH

Telephone: 01595 745320

**Type of inspection:**

Unannounced

**Completed on:**

21 January 2019

**Service provided by:**

Shetland Islands Council

**Service provider number:**

SP2003002063

**Service no:**

CS2003016122

## About the service

The service operates from a large playroom within the Sandwick Junior High School premises, in Sandwick, an area of mainland Shetland. During the operating times the service has exclusive use of the playroom, toilets and shared use of the library, social area, games hall and outside play area.

The service is registered to provide a care service to a maximum of 24 children aged three to those not yet attending primary school.

Included within the aims of Sandwick Junior High School Early Years department were:

"We aim to:

- provide a welcoming, caring and secure environment for children, parents and staff
- provide quality learning experiences for each child taking account of individual needs, local and national curricular guidelines".

On the day we inspected the service there were 13 children attending the morning session and 11 children in the afternoon session. We noted there were three adults caring for the children. We gave feedback to the early years manager and three members of staff on Monday 21 January 2019, following the inspection, due to the manager having other commitments on the afternoon of the day we inspected 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. 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 13 children attending the service for the morning session and 11 came for afternoon. We talked informally with the majority of the children and asked them if they enjoyed their time within the setting, and several said that they did. When asked what they liked to do we received various replies.

Among the comments were:

- "We can play with our friends and we have had a snowy day"
- "My favourite thing is the slide"
- "I like playing outside"
- "I have been painting - we were mixing all the colours".

We observed the children during both sessions. We saw children were relaxed within the setting and comfortable with the staff. We saw children choosing freely from a good range of activities. They particularly enjoyed the climbing frame with slide and we were told this was new out this week.

We talked with a total of five parents and carers over both sessions. We also talked with one parent by telephone before the inspection (a total of six). Parents and carers said they were overall happy with the care and support provided at Sandwick, though some told us they would like more updates about children's progress. They thought the nursery environment provided children with a wide choice of activities which was regularly changed.

Parents told us the children were outdoors daily, which they liked. Some commented on the staff changes but said this had not impacted too greatly on their child. They also said children love spending time within the setting and enjoyed the outdoors. Several commented on the lack of information sharing. Two said that the information sharing had improved recently and the 'Class dojo' was being used more frequently, which allowed them to see what the children had been doing.

We received four Care Standards Questionnaires before the inspection. We noted several comments here which we shared with the manager and staff.

Included within the written comments were:

"On the whole staff are great. There is a lack of learning/development goals - this may be present but not evident as a parent".

We shared all feedback with the manger 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	4 - Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

## What the service does well

Children received a good quality of care and support at Sandwick Junior High School Nursery. We noted the children were happy and content as they played with the activities provided. We saw children were comfortable with the staff, including relief staff, approaching them readily and with confidence. We noted staff working well together as a team. Staff told us the manager was very supportive and they felt valued at work.

Staff knew the children well and were understanding of their individual needs. Permanent staff could describe the children's individual learning needs confidently and they shared the planning format they were now using, describing this as: "work in progress". A good start had been made to this and we heard they planned to work on this with all staff. We saw this included a 'learning wall', information included within the children's 'scrapbooks' (profiles) and updates on the 'Class Dojo'. We discussed how the new planning regime was now more child-led. We noted observations were regular and children's learning and development recorded.

Children's records were regularly updated and we saw they had gathered information from parents which helped staff plan how they would meet the children's needs. Each child had a care plan, though these needed more information - see below. Staff had regular meetings to discuss the service which included care needs, planning and evaluation. We discussed evaluation and saw the service had been looking at how they evaluate their service to make sure they were meeting the needs of the children and families.

Staff were nurturing towards the children and were heard them laughing and joking together. We saw staff listened to the children, valued their suggestions and ideas and treated them with respect. Children with additional needs were given good support and this involved other professionals who met regularly.

Children's wellbeing was supported through teaching them about health, nutrition eating and information about keeping themselves healthy. We noted healthy snacks were provided and menus were shared with parents. During snack children were encouraged to recognise their name and socialise with their friends. This helped to develop their language and social skills.

They were encouraged to tidy away which taught them good life skills. A snack helper regime was in place and it was good to see children actively cutting fruit under the careful supervision of staff. We noted staff promoted positive behaviour well and were good role model for behaviour and manners.

Outdoor play was promoted with children having daily access to the play-area from the playroom. This was an area the parents were happy staff promoted. It was nice to see the children running indoors and out freely. It was a very cold, snowy day and children enjoyed playing with the ice. Staff supervised children well reminding them of the danger of slipping on the ice and how to keep themselves safe.

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 were competent in their role and encouraged to develop their skills and knowledge further. Staff were up-to-date with first aid training and food hygiene. They had attended a range of training opportunities aimed at improving the quality of children's experiences via the in-service days. They also used the staff meetings to discuss good practice, for example they planned to discuss the new planning regime at their next meeting.

Overall Sandwich Junior High School Nursery had a warm and caring atmosphere. Children had access to an interesting range of learning opportunities. We saw some children experiment with mixing paint colours. We saw busy children enjoying their play, especially on the slide where they were learning to share, wait their turn and using timers to ensure everyone had their time on that activity. Overall Sandwich Junior High School Nursery had a warm and caring atmosphere.

## What the service could do better

We agreed a good start had been made to the updated planning regime. We discussed how use of the electronic 'Class Dojo' was a good way of sharing information with parents though to date not all parents had signed up for this.

Information sharing was an area parents told us had not been as good as it could be, though some did tell us this had improved of late. We agreed that sharing information with parents was important and they should continue looking at ways to ensure parents received the updates about their child's care, learning and development. We discussed the need to continue to look at parental involvement and ways to ensure parents felt included.

One area they will need to look at is the end of session pick-up regime. We saw children gather for a story then put on coats ready for their parent or carer to collect them. We saw parents wait outside the playroom. The door opened and staff called children individually, or in small groups, to come out. Parents did not enter. We discussed this with some parents and one told us: "I don't think we are allowed in at the end of the day". We discussed this with the manager and staff during the feedback session and asked that they look at this area and ensure parents are welcomed and had the opportunity to chat with staff if they wished. One child was last to be collected and was, therefore, in her jacket for quite some time waiting. This practice should stop.

We asked the service to further develop the children's care plans. There was limited information in some and this should reflect the children care and support needs. We saw these were regularly reviewed.

Staff were encouraged to keep up-to-date with best practice and attend training. We noted none had attended 'Getting it right for Every Child' (GIRFEC) training and advised staff to attend this when it was provided locally.

Staff shared their plans to further develop the outdoor area. Staff were keen to promote fresh air and exercise and we reminded them to ensure parents and carers were fully informed. We reminded staff not to store anything in the toilet areas unless this was in a covered container.

On the day we inspected we did not see many natural resources. We discussed: "loose parts" play and use of more natural resources. This was an area staff had been looking at and planned to introduce more of in their setting.

## 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](http://www.careinspectorate.com).

## What the service has done to meet any requirements we made at or since the last inspection

### Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

#### Recommendation 1

To continue to look at staff roles and responsibilities and work on the new methods they had introduced to the service. This should include methods of keeping parents and carers informed of their child's learning and development.

**Reference: National Care Standards early education and childcare up to the age of 16 years. Standard 3: health and wellbeing; standard 4, engaging with children; standard 6, support and development; standard 14, well-managed service.**

**This recommendation was made on 2 March 2016.**

#### Action taken on previous recommendation

The service was more experienced in working with the changes to the staffing regime. However they had been having difficulties with staffing in the school as a whole. This had not impacted too greatly on the children's quality of experience however the manager and staff told us they had been aware they needed to work on parental involvement with learning and development.

#### Recommendation 2

Attention must be given to the children's personal plans to ensure these reflect the care and support needs. Each plan must be reviewed every six months, or sooner should this be necessary.

**Reference: National care standards early education and childcare up to the age of 16 years. Standard 3: health and wellbeing; standard 4, engaging with children; standard 6, support and development.**

This recommendation was made on 2 March 2016.

### Action taken on previous recommendation

See body of report. The care plans were in need of further development.

### Recommendation 3

It is recommended that the sun hats are not stored in open containers in toilet areas. Staff should review this with a view to storing these safely within the setting.

**Reference: National care standards early education and childcare up to the age of 16 years. Standard 2: a safe environment; standard 3, health and wellbeing.**

This recommendation was made on 2 March 2016.

### Action taken on previous recommendation

Hats are no longer stored here.

### Recommendation 4

Attention must be given to the waste bins in the toilet area. These should be foot operated or open and used for waste paper towels only.

**Reference: National care standards early education and childcare up to the age of 16 years. Standard 2: a safe environment; standard 3, health and wellbeing.**

This recommendation was made on 2 March 2016.

### Action taken on previous recommendation

The bins in use are suitable.

### Recommendation 5

Staff to continue with plans to gain an appropriate qualification in order to meet the requirements for registration with the Scottish social Services Council (SSSC).

**Reference: National care standards, early education and childcare up to the age of 16 years. Standard 12: confidence in staff.**

This recommendation was made on 2 March 2016.

### Action taken on previous recommendation

This was in hand. Staff had the appropriate qualification or were working towards this.

### Recommendation 6

We recommended that the service continue to develop and improve the quality assurance measures in place, including the range of methods used to consult parents and carers overall.

**Reference: National care standards early education and childcare up to the age of 16 years. Standard 13: Improving the service; standard 14, well-managed service.**

This recommendation was made on 2 March 2016.



**Action taken on previous recommendation**

Work had been done to this and was continuing.

**Inspection and grading history**

Date	Type	Gradings
20 Jan 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good
20 Feb 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
26 Jan 2012	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 4 - Good Management and leadership Not assessed
13 Apr 2010	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 4 - Good Management and leadership 5 - Very good

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

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

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