

Sound Nursery Day Care of Children

Sound Primary School
Upper Sound
Lerwick
Shetland
ZE1 0LY

Telephone: 01595 744 982

Type of inspection:
Unannounced

Completed on:
30 June 2022

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Service no:
CS2003054387

About the service

Sound Nursery is registered to provide a care service to a maximum of 55 children aged 3 years to those not yet attending primary school. During the operating times the service will have exclusive use of the nursery premises, outside areas and use of music room, gym hall and areas within the school. At all times a minimum of two adults must be on the premises. At all times suitably qualified staff will be available.

The service is delivered from Sound Primary School which is located close to local amenities including parks and shops.

About the inspection

This was an unannounced inspection which took place on 30 June 2022. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service and four parents
- spoke with staff and management
- observed practice and daily routine
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children were cared for by staff who knew them well and had formed positive relationships.
- Children had fun while they played and were able to lead their own play and extend their interests.
- Children benefitted from a happy, relaxed and inclusive atmosphere.
- Quality assurance and self-evaluation was embedded in practice leading to an effective improvement plan.
- The managers and staff should continue with plans to develop the information held on strategies being used to support children.
- A review of staff deployment at lunchtimes may support opportunities for staff to sit with children and support them at this time.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

4 - Good

We evaluated this key question as good, where strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

QI 1.1 Nurturing Care and Support

Children were well settled and happy in the service. Positive relationships had been formed between children and staff which supported children's emotional wellbeing. Interactions between children and staff were nurturing, supportive and encouraging. Children were welcomed into the service and comfort was offered if children were hurt or upset. Children were obviously at ease with the staff team and confident in approaching them for assistance or reassurance.

Staff knew the children well and were confident in discussing individual children and how their needs were being met. Personal plans contained the information required to keep children safe and promote a continuity of home routine. For example, emergency contact details, information on medical needs and information on routines. The inclusion of further detail on strategies used to support children and encourage their progress should be developed. This will support staff in evaluating strategies of support and sharing information with parents and other professionals. The senior management team agreed to develop this area. They should ensure that families are central to this process. Promoting effective communication which is used by staff to provide consistency and continuity of support.

Children benefitted from staff knowledge when allergies, medical conditions or other conditions required additional support. Medication was stored and administered in line with current guidance and records were easily accessible and accurate.

Staff had a good awareness of factors which may impact on a child's wellbeing. Records were kept of significant events in children's lives. These were used to support access to other agencies and professionals. This meant children and families were able to get the right support at the right time.

Children enjoyed relaxed and unhurried snack and mealtimes. They were able to choose where to sit within the dining area. This supported the opportunity to further socialise with their peers at these times. Staff could have made more opportunities for children to increase their independence such as pouring their own drink or serving some of their own food. Children would further benefit from staff sitting with them rather than concentrating on tasks such as serving the meal. This would enable staff to reinforce the positive relationships, offer support and promote socialisation and independence skills for children. The management team had previously observed good interactions at lunch times. They agreed to review the snack and lunch time routines to promote opportunities for consistently good interactions between children and staff.

QI 1.3 Play and Learning

Children were engaged in their activities and having fun. They were able to lead their own play by participating in a balance of planned and spontaneous activities. Children's interests and ideas were gathered through observations and discussions. Plans of the activities and resources to be offered were then recorded and displayed within the different nursery areas supporting children's further input. This supported children to feel included and to have confidence in expressing their views and preferences.

Children's experiences were enhanced by the use of areas and amenities within the local community. This included play areas, parks and shops and supported children to feel part of their community.

Children's achievements were recorded in learning stories which showed good observations of children's learning. Next steps had been identified following the observations. These were not all of a consistent quality. We discussed the importance of identified next steps being relevant to children's learning and experiences. They should contain some detail on how children will be supported to achieve the next step and should be followed up to promote children's progress. This is an area which is being developed within the nursery currently.

Staff interactions were warm and supportive of children's wellbeing. For example, when supporting them to resolve any differences or take turns using a resource. There were times though when staff missed opportunities to support children to extend their learning by investigation or problem-solving through skilled interactions. Training is planned to support staff in this area.

How good is our setting?

5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

QI 2.2 Children experience high quality facilities

Children enjoyed an environment that was well equipped, welcoming, bright and airy. They were confident in the rooms and in accessing the different areas and resources. Children's choice was supported through the layout of the room and access to the outdoor space. They were able to choose whether to play in small or large groups or independently. There was space where children could relax and participate in quieter activities. There was space available for children to extend their play and develop their interests.

The room, outdoor area and resources were well maintained and attractive, supporting children to feel valued. The areas took account of the different stages of children's learning and development. Resources and spaces reflected children's current interests and were developmentally appropriate. They were easily accessible, supporting children's independence and ability to lead their own play.

Children's safety was promoted as staff worked well together to identify and remove any risks to children. This was recorded and managed through a risk assessment format which detailed actions taken to reduce the risk of harm to an acceptable level for some activities. This enabled children to become aware of risk and promoted their awareness of how to manage this. For example, children on scooters or bikes were assisted to wear safety helmets.

Children's health was supported by the infection prevention and control measures that were in place. These were supported by risk assessments and policies, ensuring staff had adequate information to support a consistent approach. Children's participation in personal hygiene routines such as washing hands at appropriate times supported good personal hygiene routines. Discussions took place which supported children's understanding of the importance of these routines.

Children were protected by the secure entry systems to the service. Children's information was safely and confidentiality stored, protecting their privacy.

How good is our leadership?

5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

QI 3.1 Quality assurance and improvement are led well

Children benefitted from an ethos of continuous improvement. The management and staff team were enthusiastic and committed to providing a high quality service which met the individual needs of children. Regular staff meetings and effective communication supported a shared vision, values and aims for the service. They supported staff to initiate change which had a positive impact on outcomes and experiences for children. Staff were confident when discussing recent or planned improvements and the impact of these for children. Staff felt supported to reflect on their practice and how they were supporting children's learning and positive experiences.

The vision for the setting reflected the aspirations of parents and the wider community. Parents awareness and involvement of this was supported through effective communication using a variety of methods. This included newsletters, social media and verbal exchanges and provided opportunities for feedback. Children's views were gathered through a children's charter, discussions, and observations of what was having a positive impact on their learning and experiences. Staff had been surveyed for their views. Once gathered the views of parents, children and staff were represented in the improvement plan. This process supported parents, children and staff to feel meaningfully involved in the development of the service.

Quality assurance and self-evaluation was taking place. This supported the service to deliver care and support that was tailored towards the needs and choices of children and their families. The process included audits of records and monitoring of staff practice and children's experiences. Information from these audits was collated and shared with the staff team as part of the improvement plan. The improvement plan was focused on children's experiences and outcomes. It had clear actions and success criteria. Areas which were identified as needing improvement were actioned in a timely manner. Evaluation of the impact of changes made was carried out. This process had a positive impact on the provision for children.

How good is our staff team?

4 - Good

We evaluated this key question as good, where strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

QI 4.3 Staff Deployment

Children benefitted from a staff team that, although relatively new, were beginning to work well together to meet children's needs. Staff were supportive and respectful of each other promoting a positive happy atmosphere for children to enjoy. Across the team staff had a balanced range of skills and experiences which supported them to promote positive experiences for the children.

Children benefitted from arrangements being in place to promote a continuity of care and support positive transitions. For example, staff having time to talk with parents at the beginning or end of the day.

Staff were flexible and communicated well to provide continued supervision and support that promoted children's safety. However, at times there were too few staff in particular areas to promote and extend children's experiences. For example, we suggested that a review of staff deployment at lunchtime would

improve opportunities for staff to sit with children. The management team agreed to take this forward. Improving staff deployment in these areas would increase the positive experiences for children.

Disruption to children's routines was minimised by a planned approach to staff absences and task allocation. Children were prepared for planned absences of key staff, supporting their wellbeing and a continuity of care. Families were also kept informed of changes to staff caring for their children.

Some staff were less confident in their role and what was expected of them when changes were made or when returning after absence. We discussed this with the management team who had begun the process of improving communication at these times. .

Complaints

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

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	4 - Good
4.3 Staff deployment	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

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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 iarrrtas.

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.