

Stornoway Primary School Nursery Day Care of Children

Stornoway Primary
Jamieson Drive
Stornoway
HS1 2LF

Telephone: 01851 703418

Type of inspection:

Unannounced

Completed on:

13 November 2018

Service provided by:

Comhairle Nan Eilean Siar

Service provider number:

SP2003002104

Service no:

CS2003017064

About the service

This service was registered with the Care Inspectorate on 1 April 2011.

Stornoway Primary Nursery Day Care of Children was registered to provide a care service to a maximum of 80 children aged two and a half years to primary school age. The service also provides wrap around child care. The service was provided from five nursery rooms, two of which provided a Gaelic Medium immersion environment.

The service provides pre-school education in partnership with Comhairle nan Eilean Siar. Children are funded for pre-school education from the age of three years.

The management of Stornoway Primary Nursery is carried out by the head teacher of the school and two principal teachers with responsibility for the nursery.

The service provided opportunities and programmes in five playrooms for learning through play appropriate to the children's needs and in accordance with the Curriculum Framework 3 - 5 years and the Curriculum for Children 3 - 18 years.

The pre-school service was provided morning and afternoon with a Gaelic and an English Medium provision.

Children in the school premises have access to a safe and secure outdoor play area and garden area for planting and growing.

The aims of Stornoway Primary Nursery are: 'to create a caring climate of mutual respect and confidence encouraging relationships among staff, parents and children, to establish care routines which are flexible and responsive to children's emotional and physical needs, reflecting familiar routines at home and to create a stimulating and challenging environment providing appropriate opportunities for learning through play in each of the key aspects in children's development and learning.'

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

During the inspection we spoke with four parents and most of the children in the playrooms. Before the inspection we sent the school 55 Care Standards Questionnaires (CSQs) for parents and 20 had been completed

and returned to us. From those we found that most parents were pleased with the care and support the children were provided with and some parental comments were:

'Room 2 where my child attends is a lovely welcoming room. Everyone is greeted and I always get an update at pick-up time. My child always leaves happy and has plenty stories about his time there.'

'I am more than happy with the care my child gets at nursery. He is in nursery full time and it's very important that I'm able to leave him in an environment that I am confident he is happy to leave him in - the nursery fulfils this. The staff are all friendly, approachable and caring and top marks all round".

'Outdoor activities are always included when the weather is suitable. Healthy snacks are available. Parents are always given the option to contribute however they can - for example carousel, outings or any particular skills they can share. Parent appointments are encouraged and staff are always happy to speak outwith the appointments. Overall we are delighted and very appreciative of the care and attention given to our child.'

'Great nursery - friendly staff and very happy with the service as is my child.'

'My child clearly enjoys Sgoil Araich (Gaelic Nursery) and is always excited to go back each week. I cannot thank the staff enough for all they do to make it a 'home from home.'

'Staff are always very friendly and welcoming. They seek my feedback regularly and always update me with my child's needs and development. I am very happy with this service.'

'My child has recently started in nursery after a series of well planned transition activities. Staff ensure he is safe and settled in his new learning environment. Communication has been excellent and I'm happy with the variety of stimulating learning experiences that are provided. My child is eager and happy to go to nursery every day.'

Children told us:

"I was playing with the mud outside - I made pasta and soup with it."

"Those have nuts inside them and you can put them in the ground and they will grow into a tree. We got lots of leaves."

When chatting about the book read to them "the dragons were not big and he couldn't fly because his wings were sticky because he had been in the spider's web."

"I'm going away on a plane, ferry and train and I'm going to see animals but I don't like the smell in the zoo and I won't be going there to see the animals."

Self assessment

The Care Inspectorate received a fully completed self assessment document from the provider. The service highlighted some strengths and some areas for development.

From this inspection we graded this service as:

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

What the service does well

Parents and children in Stornoway Primary nursery were greeted on arrival and we evidenced an ethos of inclusion where staff greeted and welcomed children by name and took time to settle them.

Parents spoken with during inspection told us they were always greeted by staff and they thought children had access to a good range of activities in and out of doors. They told us staff responded appropriately to children's needs and children were progressing well. Parents told us staff supported children with identified support needs well and worked with agencies to care and ensure children achieved milestones. Parents spoken with told us newsletters, parental meetings, stay and play sessions and daily chats kept them updated with nursery learning and experiences.

Staff were kind, gentle and caring towards the children. Children were confident and relaxed with the management and staff team and laughed and joked with staff who responded accordingly.

The local authority had provided staff training on early literacy and reading skills and staff in all the playrooms had developed attractive reading, listening and writing areas. We observed good interactions between staff and children in a story reading, listening and retelling of a story by the children.

Children's achievements in nursery, at home and in the community and were celebrated and wall displays demonstrated how their achievements related to the well-being indicators.

A rolling programme was in place for snack and we observed food and drink items and lunches provided were healthy and parents adhered to the guidance provided by the school when making up children's packed lunches. Some children had school canteen meals which were appropriate for them and staff encouraged children to eat and spoke with them about things which were healthy and nutritious. Information was readily available to staff regarding children with food allergies.

Children in Gaelic Medium education were making good progress in their language development although few children could respond and converse orally; however, most of the children in the second language situation understood and responded to requests and the directions of staff.

Children had access to daily outdoor play, community resources were used well and children had a range of indoor resources to choose from. We found that some of the resources for indoor play were old and not suitable

which frustrated children as they were not achieving a good result. Those resources should be discarded. We suggested, and staff agreed, to provide more challenging activities to develop children's concentration, imagination and experimental play skills.

What the service could do better

To make certain medication is managed safely staff should ensure it is appropriately labelled and stored in each playroom and management should devise a system to check.

(See Recommendation 1).

Staff knew children well and could confidently tell us about their individual needs, progress and development and were using a template for personal planning, however, we found that plans did not reflect children's current needs or how staff supported children. The provider/manager and staff should develop personal plans that show the individual care and development needs of children and how staff plan to support and monitor progress and development. The manager should ensure that personal plans are reviewed and updated in consultation with parents/carers every six months or as the needs of the child change.

(See Recommendation 2).

Staff told us they had attended training on Building the Ambition and had changed the playroom environments and we suggested the playrooms would benefit from further reduction of unnecessary resources. Playrooms were mostly of a good size and would allow more room for children to extend their play experiences. Some natural materials were available for learning; however, further improvement could be made in and out of doors by having a wider range of natural resources and tools.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. Medication

Staff should access the document 'Management of Medication' to review and update their knowledge and practice ensuring care and support is consistent with the Health and Social Care Standards which states that:

'My care and support meets my needs and is right for me' (HSCS 1.19)

This is to be in place by 17 December 2018.

The recommendation was made on 13 November 2018.

2. Personal Plans

Childcare plans must be reviewed and updated every six months or sooner if required.

This is to ensure that care and support is consistent with Health and Social Care Standards which state that 'My Personal Plan' (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices. (HSCS 1.15)

This is to be in place by 17 December 2018.

This recommendation was made on 13 November 2018.

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	
26 Oct 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good Not assessed Not assessed
25 Sep 2014	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 4 - Good 4 - Good
1 Mar 2013	Announced (short notice)	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 6 - Excellent
8 Feb 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed Not assessed
1 Mar 2010	Announced	Care and support Environment	5 - Very good 5 - Very good

Date	Type	Gradings
		Staffing 5 - Very good Management and leadership 5 - Very good

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