

Shapinsay Primary School Nursery Day Care of Children

Shapinsay Primary School
Balfour
Orkney
KW17 2DY

Telephone: 01856 711218

Type of inspection:

Unannounced

Completed on:

15 November 2019

Service provided by:

Orkney Islands Council

Service provider number:

SP2003001951

Service no:

CS2003016056

About the service

Shapinsay Primary School Nursery has been operating since April 2002 and registered with the Care Inspectorate since the Care Inspectorate was formed in 2011. The service is provided by Orkney Island Council. It provides a day care of children service to a maximum of nine children. The age range of the children will be from two years to those not yet attending primary school.

The nursery occupies a large bright room, with direct access to an outside play area. The class room is adjacent to the lower primary class room which creates many opportunities for children of all ages to mix, work together and achieve a community learning approach.

There was access to the school hall, playground and courtyard as well as the extensive school grounds, including a wooded area and a playpark with fixed equipment. The children also used the school polytunnel to learn about planting and growing.

The aims of the service included:

- To provide a broad and balanced education which is accessible to all pupils
- To provide each child with the opportunity to reach his or her full potential
- To use a range of appropriate and effective teaching and learning methods
- To provide all pupils with the necessary support for them to develop positive attitudes and become confident citizens
- To promote an ethos of achievement for everyone to provide a safe, secure and stimulating environment for pupils

The Care Inspectorate check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC); Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of Getting it right for every child: safe; healthy; achieving; nurtured; active; respected; responsible; and included.

What people told us

There were three children present at the time of the inspection. We observed the children and saw that they enjoyed their time at nursery. They had played together well and enjoyed a variety of activities both indoors and out. The children enjoyed spending time with those in the lower primaries within the school. The children enjoyed talking to us throughout their day to tell us about their play and what they liked to do. The children told us about their knowledge of rainbows and gravity. They liked to show us how they chopped their real vegetables in the play house to make 'soup'.

One parent returned completed questionnaires to us before the inspection. We also spoke to three parents as they dropped off and collected their children. All told us that they were very happy with the service. Parents were happy in the knowledge that their child was busy, well cared for and liked going to nursery.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance processes. These demonstrated their priorities for development 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

There was a welcoming and warm atmosphere within Shapinsay Primary School Nursery. Staff were caring towards children and families and as a result they had built positive relationships. This helped children feel secure, comfortable and supported in the care of staff.

Parents were asked to complete all about me information that let staff know about each child. This gave opportunities for staff to get to know children and discuss children's needs, likes and dislikes further with parents.

Staff continued to work closely with families and other agencies when needed. Clear, up-to-date plans were in place detailing how staff were supporting each individual child in their own needs, wishes and preferences. This supported children to feel nurtured and respected.

There were opportunities for parents to be involved in their child's progress. Daily chats were informative and personal to each family. An online tool 'see saw' also helped parents interact with updates about their child and the school community. Parents we spoke to felt that they were lucky to have their children at nursery and felt supported by the staff when needed.

The well-being of children was at the heart of the service. Staff had attended training on areas such as social stories and adverse childhood experiences and used their learning to support their work to get it right for every child.

Staff demonstrated appropriate knowledge and awareness of how to keep children safe and protected following the correct guidance and procedures. This helped create a safe and secure environment for children to learn and develop.

Meal times were a sociable, relaxed time where children and staff across the school sat down together to share the experience. Children were encouraged to choose from a fresh, healthy selection of food and were supported to be independent.

Positive behaviour and social skills were encouraged by staff as children were supported through play with others. Praise was used sensitively and proportionately to celebrate children's achievements.

Children's stage of learning and interests were used to plan activities that the children enjoyed. Children's progress was recorded and tracked well by staff. Observations and progress was shared with parents through their learning profile. This contributed to working together to help children achieve their potential.

Staff maintained a clean and safe environment for children. Furnishings and décor throughout created a cosy, welcoming space for children. Quiet areas for calm and relaxation were available as well as areas for investigation and exploration. Toys and equipment were laid out and presented in an attractive manner. This made it easy for children to access, helping to promote their independence and interests in learning.

The use of natural open-ended resources throughout the nursery had had a positive impact on the way children played and explored. Children had access to a woodwork station which was well-managed and risk assessed. This supported children to develop their skills in curiosity and investigation.

A sense of community learning was encouraged. An open door policy meant that children from nursery and the lower primary class could move freely between the classrooms at appropriate times throughout the day to join in with play and learning opportunities. We observed times when each child benefited from this approach. We observed positive play between the ages and friendships formed. This gave children the opportunity to be responsible and feel included.

Children had opportunities to be outdoors in the fresh air throughout the day. They spent time in the playground, courtyard and adjacent playground. A selection of activities was available during this time that helped children develop their physical and social skills.

What the service could do better

The children would benefit from better use of the garden area directly available to them from the classroom. Staff had previously identified this as an area of development within their previous plans. Progress in this area was delayed and had not yet made the indented impact. The nursery has continued plans to improve this area and should do this in a timely manner.

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.

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

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
26 May 2017	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership 5 - Very good
7 Sep 2015	Announced	Care and support 4 - Good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good
29 Nov 2012	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
5 Mar 2010	Announced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good

Date	Type	Gradings	
		Management and leadership	4 - Good

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