

Shapinsay Primary School Nursery Day Care of Children

Shapinsay Primary School
Balfour
Orkney
KW17 2DY

Telephone: 01856 711218

Type of inspection: Unannounced
Inspection completed on: 26 May 2017

Service provided by:
Orkney Islands Council

Service provider number:
SP2003001951

Care service number:
CS2003016056

About the service

Shapinsay Primary School Nursery forms an integral part of Shapinsay Primary School and offers morning sessions for children from their second birthday until they attend Primary School. They are registered for up to nine children.

The nursery occupies a large bright room, with direct access to an outside play area. 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 recently updated aims and values of the school are:

- safe
- healthy
- active
- part of the community
- inclusive
- nurturing
- successful
- aiming high
- YES WE ARE!

We 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 the 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. They are often referred to as the SHANARRI indicators.

What people told us

The children were seen to be happy and engaged with the activities on offer throughout the session. The children chose to be outside and enjoyed the good weather, making use of the tents and blocks in the garden and the hose and mud in the courtyard. They said they liked going to the playpark, as well as using the bikes in the courtyard.

Parents spoken to at the inspection were all very pleased with the range of activities their child could choose from and they also commented on how their children's speech and confidence had grown since attending nursery. They all felt their child had settled in well and liked the links with the rest of the school.

Six Care Standards Questionnaires (CSQs) had been distributed to parents and five were returned. All were happy with the service overall and all strongly agreed that their child was happy and confident with the staff, that there was a suitable range of activities and they were kept informed. However, two did not feel that they and their child had been involved in developing the service, through ideas and feedback and two were not sure if there was a clear code of behaviour which children were being helped to understand.

One parent's written comment in a returned CSQ said "My son.....loves going to nursery. There is a very caring atmosphere and the children all feel valued". Another parent commented "The school has helped her settle in brilliantly".

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	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

Shapinsay Primary School Nursery offered a nurturing environment where the island's children accessed a wide variety of experiences and learning through play. The school fostered links with the community whenever possible to provide support for parents and children. In turn the community helped to provide resources and extend experiences for the children. The nursery was well-led and improvement plans were identified and regularly monitored.

The manager and staff of the nursery were aware of the importance of transitions for children and made settling in a shared experience, with parents welcome to join in until children were happy in the setting. To prepare for their move into primary, the nursery children were involved in whole school projects such as the school show, sports and fundraising events, as well as looking after the school guinea pigs. There was an open door between the nursery and the primary 1 - 3 class and children shared learning at appropriate stages, including French songs with Camembear. As a result the children were seen to be confident and included members of the school community.

Children were helped to learn about keeping themselves safe through discussing the risks involved in activities, such as using knives to prepare snack and tools at the workbench and in the poly tunnel. They were included in discussions of healthy choices for snack, the importance of teeth cleaning and of daily physical activity in the gym and outside. They had responsibilities for being snack helpers and looking after the school pets and plants. They were also seen to be learning the importance of helping everyone in the class to feel included and respecting the feelings and needs of others.

Children's ideas were included in the planning of all aspects of the nursery activities. Their ideas were recorded in mind mapping and used to influence the environment, such as the use of the role play area as a hairdressing salon. They were able to make choices and choose games and resources, as well as deciding on where to play. On the day of the inspection they used the nursery garden, the courtyard with its mud areas and wheeled toys, the poly tunnel and the play park, as well as the nursery room.

The nursery was attractive with a range of new furniture and equipment to make the room bright and appealing, as well as allow for flexibility in its use. A cosy book area had been created, as well as areas for writing, construction and messy play. Snack was a social event for the small group and the opportunities to play with the older children at playtime was very important for individual children.

What the service could do better

The skills which children were learning in the classroom should now be extended throughout the range of learning environments. Literacy and numeracy should be encouraged through mark making and writing in areas such as the poly tunnel, where they could record the planting and growth of the seeds and potatoes. The tools in poly tunnel should be safely stored as they are in the classroom, in a way which encouraged children to take responsibility for returning them. The children's discussion and understanding of hazards could be extended and recorded with their own warning signs, helping them to feel responsible and included as part of the school.

The children and parents should be given a greater understanding of the SHANARRI wellbeing indicators, which are central to the Scottish Government approach to GIRFEC. Children could work together or with the early primary class, to understand how they are helped at school, and at home, to be safe, healthy, achieving, nurtured, active, respected, responsible and included. This contributes to a shared home/school approach to helping children to get the best start in life.

The school was planning to continue with improvements to the outside area which had been developed during the last school year. They had consulted with children on plans which included a gravel area and a den making/ stage area, as well as more planting of bushes to encourage wildlife. The community had already contributed funds towards resources and equipment and it was hoped they would also donate more 'loose parts'. A loose part is the term given to natural resources and generally random found objects which can add great value to children's play. The Loose Parts Toolkit (available on the Care Inspectorate Hub website) helps to raise awareness of the value of these objects to children's play and to provide practical guidance about this play to those who work with children.

The nursery was included in the school improvement plan and was building on the process of evaluating themselves against the Quality Indicators in 'How Good is our Early Learning and Childcare'. The early years team was continuing to provide support and training for early years staff and the head teacher had also been attending training to support her role as the manager of the service.

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	
7 Sep 2015	Announced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 4 - Good 4 - Good
29 Nov 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
5 Mar 2010	Announced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good

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Care Inspectorate
Compass House
11 Riverside Drive
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