

Evie Primary School Nursery Day Care of Children

Evie Primary School
Evie
Orkney
KW17 2PE

Telephone: 01856 751237

Type of inspection:

Unannounced

Completed on:

4 March 2020

Service provided by:

Orkney Islands Council

Service provider number:

SP2003001951

Service no:

CS2003016059

About the service

Evie Primary School Nursery registered with the Care Inspectorate in 2011 to provide a care service to a maximum of 20 children. The age range of the children will be from 2 years to those not yet attending primary school. The manager is also the manager of Firth Primary School Nursery.

The service must comply with the following minimum staffing ratio:

2 - 3 years 1 adult: 5 children 3 years and over 1 adult :10 children.

At all times the number of suitably qualified and experienced staff will be sufficient to meet the needs of the children and shall not fall below the minimum ratio.

Evie Primary School Nursery is located within Evie Community School on the north west coast of Orkney mainland. There is a large, bright, playroom with toilets and nappy changing facilities, as well as a kitchen area. The attractive nursery garden can be directly accessed from the playroom and the service make good use of other facilities available in the school grounds.

Aims of Evie Community School include being committed to, "ensure everyone feels included, safe and respected. Everyone to do their best through learning together positively and sharing successes."

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

For this inspection we received four Care Standards Questionnaires and we spoke to two parents. Responses indicated that parents were very happy with the care and support and the learning opportunities provided for their child.

Comments included:

"The staff at Evie Nursery strive to provide all pupils with worthwhile, meaningful and relevant learning opportunities. The children enjoy a great deal of time exploring and learning outdoors in a range of environments."

"I love the fact that they base subjects/topics around the children's interests."

"It's a lovely nursery and the staff are so nice. The nursery has really supported my child's confidence."

There were approximately 13 children attending the service during inspection. All the children were very engaged in their play and enjoyed activities both indoors and outdoors.

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	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

Children and their families were welcomed into the service by caring and friendly staff. Parents were encouraged to participate in nursery events such as delivering gymnastic and yoga sessions with the children. This helped to build a very supportive community where everyone felt included and valued. Weekly videos and photographs were shared using Seesaw, a computer application, reassuring parents their child was safe, happy and well. Parents and other agencies had been involved in developing personal plans to help meet children's individual needs. These were regularly updated and reflected changes in the children's progress, health and well-being. This meant staff were well informed on how best to meet children's care needs, interests and preferences.

Safeguarding systems and procedures had been recently reviewed to ensure they were comprehensive and robust. Staff had a good understanding of possible signs of abuse or harm and were aware of situations in the children's wider world which may impact on their health and well-being. With support from the local authority, chronologies were used effectively to monitor and provide support to children and families.

Activities and resources were stimulating, interesting and provided very good opportunities for the children to extend their thinking and learning. The outdoor environment had been developed to support independent play and encouraged the children to work together and problem solve. Inviting indoor learning areas were well resourced with plentiful real-life resources and natural materials; supporting children's emotional development, curiosity and imagination. Opportunities for numeracy and literacy development were fully embedded in the learning environment. Achievements and progress were clearly recorded in the children's learning profiles and used to effectively inform planning. This meant children took part in activities they enjoyed which fully supported them to reach their full potential.

Snack and mealtimes were positive learning experiences that supported the children's learning and independence. Children attending an all-day session were provided with a nutritious cooked lunch. They ate lunch in the school dining hall, enabling them to form close relationships with the dining hall staff who knew their personalities and preferences well. This very positive experience helped children to grow in confidence and transition more easily into primary one.

The lead practitioner was very experienced and skilled in their role and keen to share this with others. For example they encouraged less experienced staff members to take more responsibility relevant to their skills and strengths, helping them to grow in confidence. They were very involved in community initiatives and had a key

role in developing resources for children to understand and help protect the local wildlife. They had also welcomed other practitioners to the setting to share and observe the very good outdoor learning environment.

Staff worked well as a team, providing nurturing care with warmth, kindness and patience. This helped children to grow in confidence, build relationships and form close attachments. They used effective questioning skills to support children extend their thinking and learning. They were also very perceptive and knew when to provide support and when to stand back. As a result, children were happy, relaxed and very engaged in their play.

Staff were motivated and keen to do their very best for the children. They had attended core training to help keep children safe and well and this was evident in their good practice for infection control, first aid procedures and in safeguarding children. Less experienced staff had attended training with the local authority and spoke positively about how this had helped develop their knowledge and skills in supporting children's learning. Regular cluster school meetings provided opportunities for discussion and sharing good practice. This led to improved outcomes for children.

Staff were passionate about making improvements to the service. Best practice documents had been used to support self-evaluation and to develop their practice. This was evident in the outdoor play experiences which fully supported children's independent play and learning.

What the service could do better

Staff should review the children's personal plans to ensure the information recorded is meaningful and necessary. This will mean staff do not have to complete unnecessary paperwork. Staff should continue to develop their skills through training and development opportunities, professional reading and by attending the small group cluster meetings. The service should continue to use self-evaluation to monitor and make improvements to 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.

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

Risk assessments should be carried out for all areas within the school used by the nursery children. These should be regularly updated and available for staff and parents.

National Care Standards Early Education and Childcare Up to the Age of 16: Standard 2 - A Safe Environment

This recommendation was made on 25 August 2015.

Action taken on previous recommendation

Risk assessments had been undertaken for the move to the new building. These now need to be regularly updated to take account of children attending the nursery, as well as activities being undertaken.

Inspection and grading history

Date	Type	Gradings
15 Nov 2017	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
25 Aug 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good

Date	Type	Gradings
17 Sep 2012	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership 5 - Very good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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