

# Sgoil Araich Uig Day Care of Children

Uig School  
Timgarry  
Uig  
Isle of Lewis  
HS2 9HX

Telephone: 01851 822 872

**Type of inspection:**  
Announced

**Completed on:**  
19 June 2024

**Service provided by:**  
Comhairle Nan Eilean Siar

**Service provider number:**  
SP2003002104

**Service no:**  
CS2009236748

## About the service

Sgoil Araich Uig is provided by Comhairle Nan Eilean Siar, and is registered to provide a daycare service to a maximum of 15 children aged from two-years to school age.

The service is located in the school campus for this community. The service operates from a purpose-built nursery within Sgoil an Uig, on the Isle of Lewis, in the Western Isles. The service has one playroom and has safe easy access to outdoor play areas within the school grounds.

It is located close to local shops, farms and green spaces.

There were eight children registered at the service when it was inspected.

## About the inspection

This was an announced inspection which took place on 18 and 19 June 2024. The inspection was carried out by one inspector from the Care Inspectorate. It was undertaken in partnership with two Education Scotland inspectors who were carrying out a further inspection to both the primary school and nursery.

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
- spoke with staff and management.
- reviewed completed questionnaires
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were happy and having fun.
- Staff knew children very well and responded to their needs sensitively.
- Children benefitted from Gaelic language immersion.
- Staff had developed meaningful relationships with each other, children and families.
- The staff team engaged with the inspection positively and were keen to take forward any suggestions for improvement.
- Leadership arrangements and responsibilities could be improved to promote positive outcomes for children.
- More consideration to staff wellbeing would support a positive environment for children and families.

## 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 leadership?	3 - Adequate

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 several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator 1.1: Nurturing care and support

Children experienced warm, caring interactions and support from staff. Staff cared for children in line with their personal preferences recorded within children's personal plans. Staff responded to children's requests sensitively while supporting their rights and independence. For example, staff supported children who were upset and needing support to regulate their emotions. They got down to their level, provided eye contact and reassuring cuddles when needed. Parents' comments were positive about the care and learning approaches. We concluded children benefitted from nurturing and caring approaches from staff.

Children enjoyed a social lunchtime experience with their friends, children from the school community and staff. Children were encouraged to be independent by selecting their own lunch, pouring their own drinks and clearing away their lunch. Children attended the school hall for lunch. Staff told us this was to support children's social experience and relationships within the whole school. We noted the lunch time experience was a little fast and the environment busy and noisy at times. We suggested the staff team should review the lunchtime arrangements as the needs of children change and the service gets busier. This would support all children to get the best possible experience at lunchtime. Children's snack times were carried out in the nursery setting. The snack time experience was calm, unhurried and nurturing. Overall, mealtimes were supportive to children's wellbeing, social and independence skills.

Staff were using a robust personal planning approach that supported children. We sampled personal plans and found they reflected the holistic needs of each child. Children's care and learning routines were recorded, and staff cared for children with kindness and compassion. All children received a personal plan drawn together using wellbeing Indicators; Safe, Healthy, Achieving, Nurtured Active, Respected, Responsible and Included (SHANARRI). Plans were created in partnership with parents and reviewed and updated in line with guidance. This meant staff could respond quickly and sensitively to changes in children's lives.

The service has systems in place to store and administer medication safely. The medication policy and procedures were in line with best practice guidance. Staff knew the procedure well and were confident in administering medication safely.

Staff worked proactively with children, families, and other professionals to identify timely and supportive interventions for children and families. Staff work well with the information they had to put timely interventions in place. We reviewed evidence that staff were working alongside other professionals to support children to make achievement and reach their full potential.

Staff were confident in child protection and whistle blowing procedures. They had completed child protection training. This meant they could report any concerns they had to protect children from harm and keep them safe. However, we found that at times management could communicate key information that would support staff to meet children's needs, keep them safe and protect them from harm.

**Quality indicator 1.3: Play and learning**

Planning approaches were child-centred and responsive to children's interests. There was a good balance of planned and spontaneous learning opportunities for children. Staff observed children at play, capturing their interests and stages of development. Staff agreed a learning plan in partnership with the early level teacher in the primary school. Children benefitted from time with the early level primary class for some of their planned experiences. The learning plan linked to current guidance. This planning approach supported and guided staff to gather children's achievements and show their progress.

Staff used an online app to record children's individual observations and share them with children's parents. This meant the service were valuing parental contribution to children's learning and supporting learning to be extended and consolidated at home. Staff made good use of video footage on the app to share observations with families. We reviewed the written observations on the app and found staff were at the early stages of using observation to analyse children's learning. Staff told us that they needed more time to accurately record children's learning and progress. We agreed that this was necessary to support children to develop. The manager should ensure staff have adequate time to record observations accurately, analyse learning, plan next steps and track children's progress.

Children were completely exposed to Gaelic language during their play experiences. Staff spoke in Gaelic to children and each other. This was further supported by lots of print around the environment and staff skilled use of song with children throughout the day. For example, children enjoyed singing a number song with staff as they lined up to transition to the sports hall. This was helping to develop children's skills in language, literacy and numeracy, and supporting their wellbeing.

Children benefitted from opportunities for play and learning beyond the setting. We reviewed evidence they had visited the local care home, museum, community centre, shops, the local beach and a local artist. For example, children's early enterprise skills were supported through a recent visit to the local shop where they set up a cake stand to sell cakes they had baked in the nursery. We concluded these experiences were adding richness to children's learning and creating strong partnerships and connections for children within their local community.

**How good is our leadership?****3 - Adequate**

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

**Quality indicator 3.1: Quality assurance and improvement are led well**

Staff within the nursery and school worked well together. The nursery staff and early level teacher met regularly to reflect and discuss their approach and plan children's learning. This meant staff were working towards the same goals for children.

Aims, a vision and values were in place for the setting, however, these had not been reviewed in several years. This meant that they were not reflective of current best practice. We suggested reviewing them in consultation with the whole nursery community. This would support staff to get it right for children and families.

Nursery staff were good at communicating with families. We observed parents coming into the service and staff spending quality time with them listening to their views and wishes about children's and their individual needs. This informal gathering of people's views ensured staff were working in partnership with families to meet their wishes and show they valued their contributions. The manager should work towards formally gathering people's views. These should be used to measure and inform change and the improvement planning for the service. **(See Area for Improvement 1)**

We found staff were dedicated to their roles and were reflective about their work. The Nursery play leader had taken time to reflect on the practice in the nursery by exploring best practice guidance and using this to make changes and improvement to practice. Staff experienced a lack of guidance and support for their wellbeing from management. For example, staff had not met with their manager to look at their own professional learning and development linked to their current roles. This lack of guidance meant staff were not being managed and mentored to provide high quality experiences linked to best practice guidance. The provider should ensure that staff are supported and guided by the manager. (See Area for Improvement 1)

The nursery play leader had carried out some informal self-evaluation. A self-evaluation journal was in place that captured audits, risk assessments updates, changes to the environment and when new resources were purchased. Some of the changes that had taken place had made a positive impact on children experiences. For example, staff had looked at current best practice in relation to children's snack time experience and made some changes to enrich this for children. As a result, we observed children to have an enjoyable snack time that supported them to build skills.

There was a lack of strategic leadership with quality assurance, self-evaluation and improvement planning. The manager had not implemented quality assurance and self-evaluation with staff. When changes were implemented, they were done in isolation, and were not always guided and underpinned by best practice and current thinking. This meant robust self-evaluation and improvement planning was not in place to support high quality outcomes for children and families and support continuous improvement. **(See Area for Improvement 1)**

The registered manager of the nursery was absent during the inspection. The executive head teacher was managing the nursery in the absence of the manager. Staff shared that they found the executive head teacher approachable and supportive. During the inspection, we discussed with the executive head teacher the importance of the service being led and managed well.

The provider and manager had not formally notified the Care Inspectorate of some significant events and incidents that had occurred at the service. It is important that services submit mandatory notifications to the Care Inspectorate and work with us to support children's health, wellbeing and safety. We offered some guidance and support to the service in relation to this and were satisfied that most notifications were submitted before the end of the inspection. The provider should ensure that the management are aware of their responsibility to notify the Care Inspectorate of significant events. **(See Area for Improvement 2)**

## Areas for improvement

1. To ensure children receive high quality care and support, the provider should make sure the service is well led. This should include, but is not limited to, implementing quality assurance, self-evaluation and improvement planning that supports the development of the setting, and supporting staff wellbeing.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11)

and

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

2. To ensure children are supported to receive safe and high quality care, the manager should make sure they work collaboratively with the Care Inspectorate. This should include, but is not limited to, notifying the Care Inspectorate of all significant events.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11)

and

'I use a service and organisation that are well led and managed' (HSCS 4.23).

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

#### Requirement 1

The provider must, within 6 months of the publication of this report, provide storage for excess resources and equipment which prevent staff from achieving the aims of the service.

To comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210). Regulation 10. Fitness of Premises:(1) A provider must not use premises for the provision of a care service unless they are fit to be so used. (2) (a) Premises are not fit to be used for the provision of a service unless they are suitable for achieving the aims and objectives of the care service.

Health and Social Care Standards - My Support, My Life I have enough physical space to meet my needs and wishes. (HSCS 5.25)

**This requirement was made on 2 October 2018.**

## Action taken on previous requirement

Staff had adequate storage both inside and outside. A new large container and small containers had been purchased for outdoors to allow staff to access resources easily that supported children's play and learning.

Met - outwith timescales

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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 leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate

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