

Golspie Primary School Nursery Day Care of Children

Golspie Primary School
Back Road
Golspie
KW10 6RW

Telephone: 01408 633 520

Type of inspection:
Unannounced

Completed on:
29 May 2024

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003017213

About the service

Golspie Primary School Nursery is registered to provide a service to a maximum of 30 children, aged from three years to those not yet attending primary school. The service is operated by The Highland Council. The head teacher is the registered manager of the nursery. The service operates term time only.

Golspie Primary School Nursery is located within Golspie Primary School in Golspie, Sutherland. The premises consists of a playroom, with access to an enclosed outdoor play area.

About the inspection

This was an unannounced inspection which took place on 28 and 29 May 2024. The inspection was carried out by one inspector from the Care Inspectorate.

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
- reviewed online questionnaires from two parents and carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced warm, nurturing and caring approaches from staff which supported their overall wellbeing.
- Children's developing problem solving skills and imagination were supported through the use of loose parts, both inside and outside.
- Mealtimes were sociable and unhurried experiences.
- There were a number of transitions within the day which did not always consider the needs of the wider group and impacted on children's choice in play.
- Child protection and safeguarding procedures had the potential to compromise children's protection.
- Self-evaluation processes were evolving, supporting staff to reflect well together.
- Children were effectively supervised to promote their safety.

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?	3 - Adequate
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

Quality Indicator 1.1: Nurturing care and support

Children experienced warm, nurturing and caring approaches from staff which supported their overall wellbeing. Children were given praise, reassurance and physical comfort when they needed it and this supported them to feel settled and secure. This was highlighted as a key strength by parents.

Staff worked in partnership with outside professionals to improve outcomes for children when they needed additional help. Appropriate strategies had been identified and put in place to support children, for example, using strategies from speech and language to support children in their communication and language. As a result, they were supported to reach their potential. However, this was not consistent for all children, some personal plans did not always identify clear strategies of support. This meant staff did not always have access to detailed information to support continuity and care.

Mealtimes were sociable and unhurried experiences. Children were encouraged to participate in these daily routines which provided them with a range of opportunities to be responsible and independent. For example, children took on the role of snack helper and prepared the food for snack. Staff joined children at mealtimes, promoting meaningful conversations. This contributed to the sociable experience for children and provided opportunities for emerging language skills to be developed. The service should now consider how they can further enhance opportunities to promote independence at lunchtime, for example, self-serving their own food.

Quality Indicator 1.3: Play and learning

Children were having fun as they played with their peers or alone. However, we found that on occasions, children's play experiences were interrupted to undertake adult directed activities. This reduced children's opportunities to lead their own play and learning, and resulted in missed opportunities to support creativity. Additionally, there were a number of transitions within the day which did not always consider the needs of the wider group. The service should now review the flow of the day, including transitions to support children to have longer periods of play and more choice in their play experiences. **(See Area for improvement 1)**

Children's developing problem solving skills and imagination were supported through the use of loose parts, both inside and outside. This contributed to children learning lifelong skills. We saw some examples of staff modelling use of these resources to effectively extend and build on children's play and learning. However, we identified missed opportunities when skilled and effective questioning could have further extended children's thinking and widen their skills through play.

Staff considered how to incorporate language, literacy and numeracy into children's day to day experiences. Children were able to practice and develop their emerging writing skills through painting, cutting and mark making. Regular sharing of stories, songs and rhymes ensured children had the opportunity to revisit familiar texts and consolidate their learning. This supported the development of their talking and listening skills.

Children had fun outdoors, experiencing risky play opportunities where they could push their own boundaries and build self-confidence. For example, children-built obstacle courses with loose parts which provided them with opportunities to test their balance.

Planning approaches to support children's learning and development was in the process of evolving. Staff were beginning to implement a child centred approach to planning learning that was responsive to children's interests. For example, children contributed to floor books with comments and drawings about their experiences, which demonstrated some of their learning on mini beasts. Intentional approaches to planning needed further development to ensure planned experiences were always developmentally appropriate and tailored to meet individual learning needs.

Areas for improvement

1. To enable children to receive high quality play, learning and development opportunities, the manager should ensure staff support children's choice and are responsive to their individual interests and needs.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I can direct my own play and activities in the way I choose, and freely access a wide range of experiences and resources for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

How good is our setting?

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 2.2: Children experience high quality facilities

The indoor playroom was decorated in neutral colours which promoted a natural, calm environment. Staff had added homely touches such as, plants and real-life resources creating a welcoming feel. However, we noted further scope for improvement in relation to this. We asked them to continue to build on and develop more homely touches within the indoor environment. Children's work was displayed throughout the setting, which contributed to them developing a sense of ownership and respect for their environment.

The nursery layout indoors enabled children to access resources independently and provided ample space for exploration and play. Consideration had been given to the variety of activities and experiences on offer within the indoor space to stimulate the children's curiosity and imagination. Children benefitted from cosy spaces to rest and relax which supported their overall well-being. A quiet space with soft furnishings and cushions was used by children to read books and rest. This gave the message to children that they mattered. However, the design of the setting limited children's opportunities to make choices in their play experiences. For example, there was no direct access to the outdoor area and on the day of the inspection children were not provided with choice around where they wanted to play.

Health and well-being was promoted through outdoor play experiences. The garden provided a range of spaces for development of physical skills and exploration, for example, in the equipped mud kitchen and large sandpit. Outdoors staff were aware of where they needed to position themselves to ensure they had good vision of children playing. This contributed to children being safe as they played outdoors. Staff worked well together to ensure children were accounted for at all times, undertaking regular counts as children arrived and left the nursery garden.

Staff were knowledgeable about Infection Prevention and Controls procedures which minimised the potential risk of spread of infection. For example, children washed their hands at appropriate times and were encouraged to do this independently.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

Quality Indicator 3.1: Quality assurance and improvement are led well

A collaborative approach towards quality assurance and improvement was a priority for the leadership team. Some quality assurance processes ensured aspects of the service were being reviewed and monitored in a focused and meaningful way. For example, audits of lunchtime ensured children received a positive, sociable experience. However, quality assurance processes in a few aspects of practice, such as the flow of the day, were not robust. Children would benefit from these areas being reviewed to identify where changes can be made to improve their experiences.

Self-evaluation processes were evolving, supporting staff to reflect well together. They made good use of best practice documents, supporting the overall evaluation of key performance indicators.

Some monitoring had been undertaken to evaluate staffs practice and children's play experiences. However detailed next steps and actions to be addressed had not been consistently followed up. As a result, there was not a clear cycle of improvement in place to ensure identified improvements were impacting positively on children's experiences.

Support and supervision systems were in place. These provided opportunities for staff to meet with management to discuss their wellbeing and personal targets. However, they were not yet consistently enabling staff to reflect on practice and make improvements. We discussed with the manager ways in which the service could strengthen their processes. For example, linking support and supervision to feedback of staff practice.

Child protection and safeguarding procedures had the potential to compromise children's protection and safety. Some staff told us they had not received appropriate training to effectively support them in responding to child protection concerns. This meant they lacked confidence in the correct procedure to follow. **(See Area for improvement 1)**

Areas for improvement

1. To ensure children are safeguarded and protected from harm, the provider should at a minimum:

a) Ensure the manager and staff have the required skills and knowledge in relation to recognising and responding to child protection concerns.

b) Ensure the manager and staff are competent and knowledgeable about national, local, the service's own child protection procedures and 'Getting it Right for Every Child' (GIRFEC).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

How good is our staff team?

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 4.3: Staff deployment

Children benefitted from a caring and nurturing staff team. They were enthusiastic and committed to providing a positive experience for the children in their care. They were warm, friendly and responsive in their approach and demonstrated positive team working, which promoted a happy and secure environment for children. They modelled positive social interactions, both verbal and nonverbal, supporting children to develop an understanding of relationships. One parent commented, "Staff are amazing with the kids."

Overall staff deployment was effective to meet the individual needs of the children. The manager recognised that continuity of care was important to ensure good outcomes for children and took this into account when deploying staff. Routines and use of available spaces were identified and planned for. However, on occasions staff did not deploy themselves appropriately to provide children with choice in their play experiences. For example, outdoor play was adult directed as staff did not deploy themselves between the indoor and outdoor environment.

Children were effectively supervised to promote their safety. Staff placed themselves thoughtfully during busier times such as, snack and lunchtime to ensure children's individual needs were well-considered. There was good communication between staff and they worked together to ensure effective supervision of children across the day. They communicated well with one another when a task took them away from their responsibilities. For example, when they had to support children with personal care and accessing toilet facilities.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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