

Stow Primary School Nursery Day Care of Children

Station Road
Stow
Galashiels
TD1 2SQ

Telephone: 01578 730218

Type of inspection: Unannounced
Inspection completed on: 25 January 2017

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Care service number:
CS2003017382

About the service

Stow Primary School Nursery registered with the Care Inspectorate in 2011. The service is provided by Scottish Borders Council. The service is managed by the head teacher with the principal teacher having day-to-day responsibility to oversee the nursery provision. There was a shared headship arrangement, whereby the head teacher also managed another school.

The service is located in a small playroom within Stow Primary School. The school is situated in the rural village of Stow about eight miles from Galashiels. The nursery is registered to provide a care service to a maximum of 14 children between the age of three years and entry into primary school. Morning sessions are provided between 8.30am to 11.40am and afternoon sessions between 12.20pm and 3.30pm, Monday to Friday, during school term time.

Parents and carers had access to the Stow Primary School vision, values and aims which the nursery currently adopted. The aims included:

'To encourage, respect and value everyone's contribution; to have a welcoming and safe environment; to recognise and celebrate everyone's success and achievements.'

We carried out an unannounced inspection of Stow Primary School Nursery on Wednesday 25 January 2017 and gave feedback to the head teacher and principal teacher on the day of the inspection.

We looked at identified aspects focusing on children's experiences under the four quality themes. As part of this inspection, we also assessed how the service had responded to nine recommendations made in our last inspection report dated 18 February 2016.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. The Care Inspectorate has an important role to play in supporting this approach in inspecting the care services for children.

In Scotland, the Getting it right for every child (GIRFEC) approach is underpinned by the principles of prevention and early intervention. GIRFEC is the national approach promoted by the Scottish Government for everyone to work together to support outcomes for children. The wellbeing indicators that are essential for children to flourish are: safe, healthy, achieving, nurtured, active, respected, responsible and included, these are often known as SHANARRI wellbeing indicators.

What people told us

We observed and spoke with seven children who used the service. The children were aged three and four years. Children confidently told us about their learning experiences, friendships they had made and activities they enjoyed. Children's comments included:

'I ate potatoes, haggis and turnip. Turnips are called neeps.'

'I have been making presents at the craft table, they are for my mum and they are in my drawer to take home.'

'Look! I can climb down here all by myself.'

'We bought milk, carrots, potato, apples from the fruit man.'

'I made scones and salad for snack, but I really like the pizza.'

'I am going to the school to sing and dance and listen to music.'

'I can put on my boots, but I need help with the jacket.'

We spoke to six parents/carers who were overall very happy with the quality of service. They highlighted that changes to the management and staffing structure had had a very positive impact on their child's learning and development and overall support provided to families and carers. Parents/carers told us:

'The staff are very sensitive when supporting children and are very respectful when sharing confidential information. They really get to know what children need and are always coming up with new ideas to help them.'

'The service does not have a great deal of space and the resources have been here since my first child started years ago. The staff have changed since then and I now feel that there is a better atmosphere when you come into the nursery. I always feel welcome and my child is happy here.'

We sent 10 care standards questionnaires to the manager to distribute to parents/carers. Eight were completed and returned to us before the inspection. These highlighted that seven parents strongly agreed and one agreed that they were overall happy with the quality of care their child received within the service. Parents commented on and praised changes to the staff team and improved quality of experiences. Parents' written comments included:

'Stow Nursery provides my son with a safe and stimulating environment. He has grown in confidence and learns new things continuously. I think the leadership and staffing are at its best since we began using the nursery with our oldest child years ago.'

'The enthusiasm and positive attitudes of the staff reflect completely in the children's experiences and enjoyment of nursery. The encouragement the children get in anything they do is clear to see in the quality of work/things they have made that they come home with.'

'The service has changed format since my child started attending 15 months ago, and has many positive aspects. We are satisfied with the staff addressing personal issues and have much confidence in them and the nursery surroundings.'

'I am very happy with the care my child receives at Stow Nursery. My child is always eager to go to nursery, not only to see his friends but also see the staff. The staff always take time to discuss my child with me and always make parents welcome to come in to nursery to observe or take part in activities. I feel very secure in the staff's knowledge of my child's needs. The staff have gone out of their way to develop a protocol for the recognition of symptoms and use of medication. I have 100% confidence in this nursery and staff.'

Self assessment

We received a fully completed self assessment from the provider. The provider gave examples of improvements relating to recommendations identified in the last inspection report and in the quality of care and support and staffing. The self assessment clearly identified some key areas that the provider believed can be improved and showed realistic timescales for actions to be taken forward.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	3 - Adequate
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

We considered how the service protected and safeguarded children and how staff gathered and used information to support the health and wellbeing needs of individual children. We also looked at progress in relation to four recommendations identified under quality of care and support in our last inspection report dated 18 February 2016.

The manager and staff team were aware of their roles and responsibilities to safeguard and protect children from harm, in line with local area child protection committee guidance and service policy. Staff told us they received annual in-house child protection training and used their learning to inform their practice. This contributed to the safety of all children.

Staff demonstrated they knew children's interests well and supported children to make informed decisions and choices. We saw children were learning about good oral health through daily tooth brushing and were making healthy food choices. Children told us how they shopped weekly for fresh fruit and vegetables and used these to make a variety of healthy snacks. This contributed to promoting healthy lifestyle choices.

Children clearly enjoyed the free flow play experiences available throughout the sessions and were confident in making friendships and leading their own learning. Direct access to the outdoor play area meant that children could extend their learning and play outdoors.

We saw staff were very responsive and sensitive when taking forward positive behaviour strategies. Staff used praise appropriately and reinforced the use of kind hands, good listening and good sharing to help children understand their actions. This was a recommendation identified in the last inspection report. This recommendation is now met.

We looked at personal plans and noted that staff engaged parents and carers in sharing relevant information about their child's learning and developmental needs at the start of their placement and through daily discussions at drop off and pick up times. Staff demonstrated they knew children's individual needs well and responded in a caring manner to meet their needs.

We noted that information held on individual children was not routinely recorded or updated to assess children's current needs or used to plan and track support strategies when changes to their health, wellbeing or safety needs were identified. This was a recommendation identified in the last inspection report. This recommendation is continued. This will ensure that the children's health and wellbeing needs are appropriately supported. (See recommendation 1)

We saw children had opportunities to lead their own learning through a range of learning experiences within the playroom, garden and school. The principal teacher told us how she was supporting the new staff team to assess how they plan and record children's learning and support needs. Recording systems were in the very early stages, as we found that children's individual folders lacked detailed evaluations and next steps for learning. This was a recommendation identified in the last inspection report. This recommendation is continued. This will ensure that the children's early learning and development is appropriately supported. (See recommendation 2)

We noted a number of areas where hygiene and infection controls needed to be improved. Areas included the storage of mops, cleaning of toilets, soft furnishings and resources, hand hygiene practices and supervision of children during toileting. This was a recommendation identified in the last inspection report and issues identified remain current. This recommendation is continued. (See recommendation 3)

We looked at the storage and administration of medication held in the service. We noted that children's medication was stored in sealed boxes in a filing cabinet and that staff displayed and were aware of actions needed to support children who required long term medication supplied by parents. We discussed the need to further update administration and storage of medication policies and procedures in line with current best practice guidance. This recommendation is continued, with adaptations made to reflect our findings and current guidance. (See recommendation 4)

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 4

1. The provider should make arrangements to keep and review personal plans regularly as required by the regulations. When children have an identified support or medical need a care plan or IEP (Individualised Educational Programme) should be created with enough information for staff to meet their needs.

National Care Standards Early Education and Childcare up to the age of 16: Standard 14.2 - Well-managed service.

2. The provider should ensure that the planning, assessment and recording of children's learning experiences and outcomes is clear, of a high quality, meaningful and evaluated well. This will ensure that the children's development is appropriately supported.

National Care Standards Early Education and Childcare up to the age of 16: Standard 5 - Quality of experience, Standard 12 - Confidence in staff and Standard 14 - Well-managed service.

3. The provider should ensure they adhere fully to current best practice for infection control. The following documents should inform the policies and practice:

- Health Protection Scotland (HPS), Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings), October 2016.

- Hand hygiene: information to support improvement Publication date: Updated November 2014. Publication code: HCR-0414-084.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3 - Health and wellbeing.

4. The provider should update the services administration and storage of medication policy and procedures in line with current best practice guidance. Recording systems should ensure individual medication plans and personal assessments, are available, when needed to support the health, wellbeing and safety of individual children.

More information can be found on the Care Inspectorate HUB: Management of medication in daycare of children and childminding services. Publication code: HCR-0514-087.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3 - Health and wellbeing.

Grade: 3 - adequate

Quality of environment

Findings from the inspection

We considered how the service provided a safe, hygienic environment and opportunities for children to develop safety skills and understanding of risky play. We also looked at progress in relation to one recommendation we identified under quality of environment in the last inspection report.

Staff maintained accurate registers showing the actual number of children in attendance and effectively recorded when children and visitors arrived and left the service. Parents told us they felt their children were safe in the nursery and when playing outdoors. Staff were aware of safety guidance and we saw the buzzer door entry system worked well. Staff always answered the door and welcomed people and visitors into the nursery. This supported the safety of children.

We saw children could access resources and equipment within the small playroom and outdoor area independently. We saw that staff had used imaginative ways to engage and extend children's interests using the limited resources available.

We observed that resources looked tired, worn and in short supply. Parents told us 'staff make the most of resources and toys available, some of which have been here for years.' The service had purchased some resources according to the wish-list drawn up with children and parents. The manager explained that in line with Building the Ambition guidance they are continuing to assess the space and resources available to support children's needs and interests. This recommendation is continued and reworded to reflect our findings. (See recommendation 1)

Staff confirmed they carried out visual risk assessments of the playroom and areas used by children. We found that risk assessment reporting procedures needed to be documented and updated. (See recommendation 2)

Direct access to the outdoor play area meant that children could extend their learning and play outdoors. We observed children were undertaking challenges and assessing their own personal safety as they climbed on wooden ladders, balanced on beams and ran through the leaves. Staff supported children to play safe and intervened appropriately when children required help. This approach helped children to make independent choices and supported their physical development.

Staff told us that they carried out daily cleaning tasks associated with resources, equipment and areas used by the children. The manager informed us that the local authority cleaning staff undertook general cleaning duties and carried out an annual deep clean. However, we saw that the overall hygiene and cleanliness of the premises and areas used by children could be better. The manager immediately contacted the local authority for a cleaning assessment. (See requirement 1)

Requirements

Number of requirements: 1

1. The provider must ensure children and people who use the service have access to a safe and hygienic environment at all times. Robust cleaning policies and practices should be effectively implemented and monitored.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 4(1)(a) Welfare of users.

4. - (1) A provider must -
(a) make proper provision for the health, welfare and safety of service users.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3 - Health and wellbeing.

Timescale for meeting this requirement: August 2017.

Recommendations

Number of recommendations: 2

1. The provider should ensure that there are sufficient resources available to meet the early learning and development needs of individual children in line with Building the Ambition guidance.

National Care Standards Early Education and Childcare up to the age of 16: Standard 5 - Quality of experience and Standard 11 - Access to resources.

2. The provider should ensure health and safety risk assessment systems are effectively implemented, monitored and specify the measures taken to reduce hazards to people who use the service on a day to day basis.

National Care Standards Early Education and Childcare up to the age of 16: Standard 2 - A safe environment.

Grade: 3 - adequate

Quality of staffing

Findings from the inspection

On arrival at the service, the manager (head teacher) informed us that changes to the staff and management team had taken place since the last inspection. The manager told us, and parents confirmed, that staff changes were having a positive impact on staff morale and the service as a whole. Parents responding in our care standards questionnaires commented:

'I think the leadership and staffing are at its best since we began using the nursery with our eldest child years ago.'

Staff told us they were currently sharing their skills, knowledge and experiences within the staff group. This resulted in staff forming positive working relationships and had helped them identify areas for improvement.

The new staff team welcomed devolved leadership opportunities and spoke confidently about specific areas of work they had undertaken including developing personal plans to take account of Getting it right for every child (GIRFEC) health and wellbeing indicators, reviewing medication procedures and improving outdoor play experiences. This approach supported leadership values and continuity of care for individual children. This was a recommendation identified in the last inspection report. This recommendation is now met.

Some staff had attended training and were aware of Building the Ambition National Practice Guidance on Early Learning and Childcare Children and Young People (Scotland) Act 2014 which sets out the context for high quality early learning and childcare settings and supports practitioners working with children in their role of delivering high quality care and support to children.

Staff told us how they were currently assessing the environment using Building the Ambition best practice guidance and were keen to take forward the Forest Schools approach to support improved outcomes for children. As previously stated, we saw this had already started to have a positive impact on children's learning outdoors.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 – good

Quality of management and leadership

Findings from the inspection

Within this quality theme we considered how the service identified, monitored and improved outcomes for children and families.

The manager had responsibility for two schools and two nurseries. Since August 2016, a new staff team was employed with the principal teacher of the school now having day-to-day responsibility to oversee the nursery provision. This resulted in a consistent staff team being present over the course of the week and therefore supported continuity of care for children and families.

Effective consultation took place between the service, children and families. Parents told us that their opinions were asked for and that they felt involved in the service.

As previously stated, staff changes had made a positive impact on the nursery ethos and children's early learning and childcare. A major improvement highlighted by parents was that they were welcome to come into the playroom at any time and were encouraged to share their skills and professions during activities with the children. This promoted an inclusive ethos.

The principal teacher explained that the staff team was in the process of assessing progress made over the last year. This had resulted in staff identifying areas for improvement relating to the current needs of children, the learning environment, resources and the service as a whole.

In consequence, the manager had developed a nursery specific improvement plan which focused on priorities for improvement relating to the environment, outdoors, community, transition and updating policies and procedures. This was a recommendation identified in the last inspection report. This recommendation is now met.

The manager confidently explained how they had adopted a whole team approach to further engage staff in the self evaluation process, peer assessment and sharing good practice with partnership schools in the local area. Staff welcomed this approach and demonstrated their commitment to taking forward realistic targets for the coming year.

Quality assurance systems were not yet fully embedded. However, we were confident the new management structure would take forward plans for improvement as discussed and evidenced during this inspection. This was a recommendation identified in the last inspection report. This recommendation is met.

We discussed with the management team the need to implement and monitor a service specific action plan to ensure Care Inspectorate recommendations and requirements identified within this report support improvement and the quality of service as a whole. (See recommendation 1)

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The provider should fully introduce and sustain systems for quality assuring all aspects of the service. This should include submitting and monitoring action plans to met Care Inspectorate recommendations and requirements.

National Care Standards Early Education and Childcare up to the age of 16: Standard 13 - Improving the service and Standard 14 - Well-managed service.

Grade: 4 - good

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

The provider should ensure that the planning, assessment and recording of children's learning experiences and outcomes is clear, of a high quality, meaningful and evaluated well. This will ensure that the children's development is appropriately supported.

National Care Standards Early Education and Childcare: Standard 5 - Quality of experience, Standard 12 - Confidence in staff and Standard 14 - Well-managed service.

This recommendation was made on 13 April 2016.

Action taken on previous recommendation

This recommendation is not met and remains current. See Quality of care and support.

Recommendation 2

The provider should make arrangements to keep and review personal plans regularly as required by the regulations. When children have an identified support or medical need a care plan or IEP should be created with enough information for staff.

National Care Standards Early Education and Childcare up to the age of 16: Standard 14.2 - Well-managed service.

This recommendation was made on 13 April 2016.

Action taken on previous recommendation

This recommendation is not met and remains current. See Quality of care and support.

Recommendation 3

The provider should ensure they adhere fully to current best practice for infection control. The following documents should inform the policies and practice:

- Health Protection Scotland (HPS), Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings), March 2011. A new document is being developed. The manager should check the HPS website regularly for future updated guidance.

- Hand hygiene: information to support improvement. Publication date: Updated November 2014. Publication code: HCR-0414-084.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3 - Health and wellbeing.

This recommendation was made on 13 April 2016.

Action taken on previous recommendation

This recommendation is not met and remains current. See Quality of care and support.

Recommendation 4

The provider should develop a policy and an effective system to record when medication has been given in the service in line with current best practice guidance.

All medication should be provided by the parents and carers and not supplied by the service.

More information can be found under the publications section of our website in the document named: Management of medication in daycare of children and childminding services. Publication code: HCR-0514-087.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3 - Health and wellbeing.

This recommendation was made on 13 April 2016.

Action taken on previous recommendation

This recommendation is not met and remains current. See Quality of care and support.

Recommendation 5

The provider should ensure that there are sufficient resources available to meet the development needs of the full age range of children who attend the setting. This should include enough of the core resources to enable the children to use them effectively to explore, develop and learn. It should also include an increase in natural and open-ended play materials.

National Care Standards Early Education and Childcare up to the age of 16: Standard 5 - Quality of experience and Standard 11 - Access to resources.

This recommendation was made on 13 April 2016.

Action taken on previous recommendation

This recommendation is not met and remains current. See Quality of environment.

Recommendation 6

The provider should ensure a review is undertaken of the practice in promoting positive behaviour. This will help to promote the children's capacity to understand how their behaviour impacts on others. It will also promote children's safety, health and ensure they are treated with dignity and respect.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3 - Health and wellbeing.

This recommendation was made on 13 April 2016.

Action taken on previous recommendation

This recommendation is met. We saw staff were very responsive and sensitive when taking forward positive behaviour strategies. Staff used praise appropriately and reinforced the use of kind hands, good listening and good sharing to help children understand their actions.

Recommendation 7

The provider should ensure that staff leadership opportunities are increased in the service. This would help staff to focus on key areas, share best practice and, as a result, promote further positive outcomes for children. Some examples we gave included Eco-Schools, children's rights, health and wellbeing and SHANARRI co-ordinators who inform developments in the service in these specific areas.

National Care Standards Early Education and Childcare: Standard 12 - Confidence in staff, Standard 13 - Improving the service and Standard 14 - Well-managed service.

This recommendation was made on 13 April 2016.

Action taken on previous recommendation

This recommendation is met. See Quality of staffing.

Recommendation 8

The provider should fully introduce and sustain systems for quality assuring all aspects of the service.

When developing a quality assurance model consideration should be given to the following:

- Formal monitoring of staff practice and children's experiences.
- All staff having regular opportunities to discuss their practice and share concerns (one to one's). This should be recorded.
- Evidence how parents and children's views and suggestions have influenced the direction of the service and the improvements that have been made as a result of this.
- The provider should ensure there is consistency in teaching staff within the service who can support staff and drive forward improvements.

National Care Standards Early Education and Childcare up to the age of 16: Standard 13 - Improving the Service and Standard 14 - Well-managed service.

This recommendation was made on 13 April 2016.

Action taken on previous recommendation

This recommendation is met. See Quality of management and leadership.

Recommendation 9

The provider should devise a specific improvement plan for the setting. This should set out staff plans for maintaining and improving the service. Children, parents and carers should have the opportunity to contribute to the plan.

National Care Standards Early Education and Childcare up to the age of 16: Standard 13 - Improving the service.

This recommendation was made on 13 April 2016.

Action taken on previous recommendation

This recommendation is met. Priorities for improvement specific to early level were incorporated within the School Improvement Plan 2016 - 2017. We were confident the new management structure would take forward plans for improvement as discussed and evidenced during this inspection. See Quality of management and leadership.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings	
18 Feb 2016	Unannounced	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
22 Feb 2013	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good
22 Jan 2010	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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