

Philiphaugh Community School Nursery Day Care of Children

2 Lingle Road
Selkirk
TD7 5LT

Telephone: 01750 721774

Type of inspection: Unannounced
Inspection completed on: 17 October 2017

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Care service number:
CS2003017378

About the service

The service is registered to provide a care service to a maximum of 56 children at any one time aged from two years up to and including Primary seven, of whom no more than 10 are aged under three years and of whom no more than 16 are of primary school age.

Philiphaugh Community School Nursery is provided by Scottish Borders Council and operates as part of Philiphaugh Community School. The nursery consists of two large playrooms, a kitchen/snack area and access to the toilet area. There is an enclosed garden that children can access throughout the day.

One of the main aims of the service is to - 'provide a safe and stimulating environment in which children feel happy and secure.'

A full copy of the service aims and objectives can be obtained from the service provider.

The inspection took place on 17 October 2017 by two early years inspectors. We completed the inspection on the same day and gave feedback to the head teacher, early level teacher and the peripatetic teacher from the local authority.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it Right for Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it Right for Every Child. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

What people told us

We spoke to several children and observed their play both indoors and outdoors throughout the day. Children appeared happy and settled and thoroughly enjoyed frequent access to the outdoor area where they preferred to spend most of their time.

We received eight completed Care Standards Questionnaires, some of which had added comments. These demonstrated a good level of satisfaction with the service. All parents either 'strongly agreed' or 'agreed' that 'overall, they were happy with the quality of care their child received in this service'.

Comments included:

"Staff are friendly and fair. They always inform me when my child has misbehaves and when he behaves which I appreciate so I know when he has done and rectified it"

"Staff are excellent - my child feels very at home with them all and talks friendly of them. Space/play area is very spacious and keeps him interested. Great with the additional hours as well".
 "My child had issues with behaviour at home. Once started at Philiphaugh with thanks to the staff I have a lot of support. My child is now a behaved and happy person."

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 which 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	4 - Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

We observed children to be happy, confident and settled within the nursery. Children felt included with many of the older children keen to share their experiences throughout the inspection. Children had the freedom to choose where and how they played supporting them to develop their independence, creative ideas and problem solving. Some staff used appropriate, thoughtful questioning to support learning and extend children's experiences.

The staff team knew the children well and were able to discuss the individual's needs of each child. Children had learning journals that recognised their learning across some areas of the curriculum. The children were proud of their folders and confidently shared these with us.

The service had a strong ethos of parental engagement. The management team and staff had worked very hard to develop positive relationships with families attending the nursery; this helped create a very welcoming environment for both children and parent/carers. Parents were encouraged into the setting and to give their views and opinions. There were very good transition arrangements for children starting primary one and this supported children to feel safe and secure as they moved onto school.

Children remained healthy as appropriate systems for medication, accidents, allergies and hygiene practices were in place. The staff team were knowledgeable on how they could help safeguard children with clear child protection policies and procedures in place. They had a good understanding of how to access additional support for children who may need it.

The nursery team had worked hard to develop the environment both indoors and out. The children had free flow access to an attractive and stimulating outdoor space. The well-resourced outdoor area had a variety of loose parts materials that allow children to develop their own ideas and creativity. The garden offered many opportunities for children to be active and healthy. The resources and some sensitive interactions with staff allowed children to develop positive relationships through building, planting, creative arts and role-play. Staff

were knowledgeable about the benefits of these experiences and had a clear focus on how to develop these opportunities further.

Indoors there was a range of interesting and stimulating experiences which included good use of natural and real-life resources for example fresh herbs in the home corner and a wheel barrow in the construction area. Children could move freely within the environment transporting resources to different areas to develop their play and creative ideas.

The nursery had identified that their second playroom required some more development to ensure it felt more inviting for children. We agree with this area for development.

What the service could do better

We found that lunchtime experience was more task orientated than child led. It did not always meet the needs of the youngest children. Staff did not sit at a table to help or interact with the children. Children became distracted and the opportunity to promote a relaxed and sociable time was missed. The experience did not promote the same social experience found at snack time. The nursery should now consider how they develop this routine. They have agreed to do this.

Next steps within learning journals did not always offer the breadth and depth of challenge children needed. Therefore, it was difficult to see how next steps were tracked and when they had been achieved by a child. Within some personal plans there needed to be clearer strategies on what the nursery was doing to support children and what the impact of this support had been.
(Recommendation 1)

Responsive planning was not always documented. We have asked the service to take account of children's individual ideas and experiences. This would provide more opportunities to gather children's views on planning and provide them with more control over their learning.

We found that some of the art activities were too prescriptive, limiting children's creative choices and individual achievement. However, we noted there were a wide range of art and craft resources that were readily available to all children.

We saw a behaviour chart used within the nursery. Some children's names could be placed on a rain cloud if staff felt their behaviour was having a negative impact on the others. We discussed how behaviour charts do not follow best practice and can often reinforce rather than change challenging behaviours for children. We have asked the nursery to review the way they support behaviour. They should consider more positive and inclusive strategies and a restorative approach to manage behaviour. This would contribute to raised self-esteem and ensure that all children experience the same levels of dignity and respect.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To ensure children are kept safe, healthy and achieving in the service. We recommend that the service further develop children's personal plans to include:

- information about children's development
- parental involvement and discussions
- information on how the service will meet any identified needs
- significant events which may give rise to an additional support need, both short term and long term.

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

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	
10 Feb 2016	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
7 Dec 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
2 Feb 2010	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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