

Evie Primary School Nursery Day Care of Children

Evie Primary School
Evie
Orkney
KW17 2PE

Telephone: 01856 751237

Type of inspection: Unannounced
Inspection completed on: 15 November 2017

Service provided by:
Orkney Islands Council

Service provider number:
SP2003001951

Care service number:
CS2003016059

About the service

Evie Primary School Nursery is an integral part of Evie Community School with a purpose-built room in the new school building. The large, bright room has a corner site with toilets and nappy changing facilities, as well as a kitchen area. There is an enclosed nursery garden directly accessed from the nursery, as well as a variety of other areas available in the school grounds.

The nursery can provide a care service to a maximum of 20 children from two years to those not yet attending primary school.

The school is situated on the north west coast of Orkney mainland and covers a rural farming area. The head teacher is also the head teacher of another small school in Finstown.

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

Five parents were interviewed informally during the inspection and all were delighted with the nursery and the care their child received. They felt their child was settled and happy and their interests were fostered by staff. They also liked the ease of transition which resulted from the nursery being part of the school and was helped by children being able to stay for lunch and join in with school activities, such as fundraising. Comments from parents included "brilliant", "good communication", "my child loves it" and it "helps to build up confidence".

Five questionnaires were received from parents who were all happy with the quality of care they received. One parent felt they were not kept informed about their child's progress and involved in developing the service but the other parents all agreed that information was shared with them and their child and they had been asked for ideas and feedback. One parent wrote "The staff are fantastic. They take one small idea from a child and develop and expand it into a really great learning experience".

Children were seen to be engaged in their role play, writing in the café, transforming the dry river bed into a river and being farmers and builders moving logs outside. As he got his outdoor suit on one child said "I am going to be a builder outside". Others made a road way with roundabout for the wheeled vehicles. When the bell rang outside a child explained "that means the big boys and girls are going in".

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

What the service does well

Evie Primary School Nursery had moved into the new building in early 2017 and staff had worked hard to develop the learning environment inside and out. The room was bright and welcoming and the cloakroom area at the entrance was used effectively to display information for parents and ask for suggestions. The room was furnished with rugs, soft seating and plants which gave it a homely feel. Natural materials such as wood, stones and shells reflected the rural, coastal environment and children were encouraged to contribute to this.

The children were seen to be happy and settled arriving at nursery. They immediately engaged in activities and were soon playing cooperatively with friends. Plans and resources were based on children's interests and helping to extend their learning. Children took pleasure in the number games which staff used effectively to challenge children's thinking and develop numeracy. Children were seen to build on their learning through the shop/café which they were developing, including effective use of the climbing frame to provide both active and role play.

Both staff started at the nursery in August and had spent time building up relationships with children and families. They now felt they were in a good position to take forward the pace of the learning and to engage families further with their children's learning. Parents were welcome in the nursery and had been helpful in supplying additional resources, especially for the mud kitchen and loose parts play outside.

Staff were using the principles of Getting it Right for Every Child and the wellbeing indicators in their planning. They helped children learn about keeping themselves safe in the nursery and at home by discussing risks and ways of reducing these. They provided healthy snacks, tooth brushing and daily physical activity, including dancing. Staff actively encouraged inclusion through pictorial timelines and teaching all the children signing. Responsibility was fostered through the daily line leader and snack helper roles and children's involvement in tidy up time. The children's ideas were respected and formed the basis for their activities and themes such as the building of the new hospital.

To record children's achievements their learning journey folders were kept updated by staff with photos and observations of children's activities and interests, along with examples of their work. These were accessible to parents and children. Parents were encouraged to come into the nursery and stay and play sessions were offered.

To extend learning outside the area was being developed with the addition of a mud kitchen and loose parts play. A digging area was planned along with more planting and growing and there was access to the school nature area. A new community playpark was to be constructed on land adjoining the school to further extend play opportunities.

What the service could do better

Storage in the nursery was rather limited with only one cupboard in the kitchen. Additional wall mounted storage would assist staff to store kitchen items more safely and hygienically. Throughout the nursery shelving would give more effective storage and display, while leaving space for children's activities. Outside storage had been augmented by the building of large wooden chests but to allow all aspects of the curriculum to be explored, further child accessible storage would be beneficial. Given the exposed site this will be increasingly needed as the supply of loose parts develops.

The attractive wall displays and floor books would benefit from more children's mark making to celebrate their achievements and for their 'writing' to be seen as important. Overtime encouragement of mark making will help to foster literacy and encourage children's interest in letters and writing.

To build up children's feeling of responsibility for activities in the nursery, independence needs to be further embedded. Children should be routinely involved in snack preparation and planning. Staff discussed how they were planning to introduce more signage for outside activities with the aim of helping children become more independent.

Staff were looking at extending ways in which parents and children could be involved in giving feedback on the nursery. They had comments sheet in the learning journey folders and a suggestion box, but they could introduce parental evaluation forms following stay and play sessions or other events. Nursery newsletters asked for suggestions and feedback, as well as parental contributions to the nursery environment but in the short-term the absence of the head teacher had affected some of the usual exchange of information between the nursery and parents, such as newsletters.

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.

Inspection and grading history

Date	Type	Gradings	
25 Aug 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
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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