

## Papa Westray School Nursery Day Care of Children

Papa Westray Primary School  
Papa Westray  
Orkney  
KW17 2BU

Telephone: 01857 644226

Type of inspection: Unannounced  
Inspection completed on: 13 November 2017

**Service provided by:**  
Orkney Islands Council

**Service provider number:**  
SP2003001951

**Care service number:**  
CS2004060211

## About the service

Papa Westray Nursery Class forms an integral part of Papa Westray Community School on the small island of Papa Westray. Children can attend nursery from the term following their second birthday until they start school. Children attend for up to four sessions a week depending on parental choice.

The vision, values and aims of the service are:

Our school is a place where we become:

- confident individuals
- we can find out who we are and who we can be
- successful learners
- we can explore our world and find out about our environment, our community, new ideas and technologies
- responsible citizens
- we can explore what makes the world a good place to be alive in and how we can help make it a fairer place
- effective contributors
- we can find new ways to express ourselves and communicate with others. We can try out ways of working together to bring about changes.

We want our children to:

- enjoy school and have fun learning
- accept challenge and strive for high standards.

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

The two children at the nursery were seen to be enthusiastic and keen to join in with the varied activities which were available. They were both active participants in 'What's the time Mr Wolf' in the school hall. They requested the playdough, as well as being involved with baking for the planned coffee morning the next day. One of the children chose to spend an extended time outside.

The parent who was present at the inspection was pleased with the range of activities, including the opportunities to play and learn outside. She liked the active child-led learning through play, which was based round the children's interests, rather than a more formal approach. She felt this was much more appropriate for their age and stage.

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

## What the service does well

The nursery provided a warm, nurturing environment where children were exploring ideas and benefiting from high quality learning experiences. There were many opportunities for the children to enjoy meeting the older children and adults in the school, explore and learn about their community and the world outside their small island. Children were able to lead their learning with stimulation from the questioning and thinking skills encouraged by the early years practitioner. This had contributed to confident, happy children who were able to express their ideas and opinions.

Children's ideas and interests were respected and fostered through a wide range of activities, both inside and outside, and a variety of play and learning areas. Active outside play was available every day with suitable outdoor clothing provided to cope with the weather. There was an enclosed nursery area for wheeled vehicles, sand and water and a range of loose parts play, which was being built-up to extend creativity and challenge. The children were also able to visit the school animals including sheep, hens and three alpacas. Active play was also available in the school hall with a choice of gym equipment and the children were seen to be increasing their coordination and stamina through energetic ball play.

To keep children safe and healthy they were helped to think about risk and learn to follow simple rules, including hand washing at appropriate times. They had healthy snacks, which they helped to choose and prepare, and pre-school children were invited to join in with school lunch twice a week. This helped with transition to school through mixing with the school children and staff and increased responsibility through following school routines. The pre-school child responded positively to these opportunities.

Display within the nursery illustrated the children's achievements with their pictures, photos and the children's stories scribed for them. There were learning journey folders with observations, photos and learning stories to illustrate their development and next steps. The SeeSaw app on the computer allowed parents to share photos and daily achievements as they happened and was commented on positively by parents.

The importance of transition was recognised both in having introductory visits to the nursery and in the links which were built up with the members of the school community. Children were able to make visits to the nursery before they started and island families were invited to attend coffee mornings, stay and play sessions and school events to encourage children to socialise with staff and pupils. Nursery children were able to play in the hall, visit the school classroom, take part in school events and interact with the older children in the playground. As part of the preparation for school shared playtimes will be introduced and opportunities to share activities with the primary one children developed.

## What the service could do better

The nursery had recently moved from a small, purpose-built nursery room adjacent to the school classroom, to the community wing of the school building. This was to allow more room for the nursery and in particular to meet the needs of two year olds in the setting. Orkney Islands education department had been planning to make changes to the building to provide facilities which would allow the children more independence in toileting, and also nappy changing space in line with infection control guidance. A small kitchen area was also to be created to provide better food storage, preparation and dishwashing areas. However, this upgrading had been delayed due to the difficulty of having work carried out in such a remote location. In the meantime the school had made arrangements to ensure that the needs of the children could be met in the existing spaces.

There was a variety of outdoor spaces, including a greenhouse for planting and growing and a school playground with large fixed equipment. However, the community was considering ways in which they could provide a wider range of physical play experiences for the nursery children, through replacing outdoor equipment which was no longer deemed to be safe. This equipment was currently taped off and was to be removed from the garden to give the children unrestricted access to this natural garden area. Better outdoor storage was also planned to allow children to access equipment independently and increase the range of learning experiences available outside.

The early years practitioner had been undertaking training since her induction in August and should meet her registration criteria with the Scottish Social Services Council (SSSC) in the next academic year. She had links with the nursery in Westray and planned to build on these, both to give the children opportunities to socialise with a larger group and to increase her own knowledge. She was also part of a nursery cluster group and was planning to make more visits to nurseries on the mainland to share good practice. Visits from the early years team were planned, although limited transport links always made this difficult to arrange.

After a term in which the children were settling into the nursery and the island, there should now be more emphasis placed on helping the children to see themselves as independent learners. Identifying their own learning targets should help children to focus and persevere at tasks and not become too reliant on the present high level of adult input. Ensuring there is appropriate challenge and differentiation between the activities and expectations for the different ages will also help to ensure that all the children are able to reach their potential. Bringing their folders into the nursery will be one way of helping to give the children more ownership of their work and achievements. While more encouragement of children's mark making, both in their folders and in display, should help over time to develop their interest in letters and writing.

## 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](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings	
9 Nov 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good
1 Nov 2012	Announced (short notice)	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
4 Nov 2008	Announced (short notice)	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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