

# Thrumster Primary School Nursery Day Care of Children

Thrumster Primary School  
Thrumster  
Wick  
KW1 5TR

Telephone: 01955 651244

Type of inspection: Unannounced  
Inspection completed on: 21 November 2017

**Service provided by:**  
Highland Council

**Service provider number:**  
SP2003001693

**Care service number:**  
CS2003017279

## About the service

The service was registered to provide a care service to a maximum of 20 children aged 3 years to those not yet attending primary school. There were six children on the register at the time of the inspection.

The nursery was located within Thrumster Primary School in the north east of Scotland. They had a nursery room and use of the adjoining school general purpose room. This gave them direct access to the outside where they had a nursery garden and use of the large playground and grassed area. There was also a community playpark across the street which they visited. Children came from the village of Thrumster and surrounding rural area. The nursery aimed to work in partnership with parents to meet the needs of the children.

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 children were seen to be happily engaged with the wide variety of activities on offer. Some of the children chose to go outside on a very wet day and explore the extremely large puddles in the playground, while others preferred to enjoy their water play indoors.

The four parents chatted with at the inspection were very positive about the nursery and the opportunities for learning and play. They felt they had good communication with staff and their children loved to come to nursery and especially enjoyed the outside play. They liked the use of the whiteboard to share information and the new display area for children's constructions.

Three questionnaires were returned by parents and all were happy with service and confident in the staff. One parent commented that her child often had wet trousers as a result of playing in the puddles and another felt they were often outside when the weather was very poor. They all agreed they and their child had been involved in developing the service through sharing ideas and feedback.

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

## What the service does well

The nursery provided an active learning environment for the children both inside and outside. Children were supported by staff in choosing from the wide range of activities and resources that were available. Staff used questioning effectively to help children think and talk about their activities. Children were starting to think of themselves as learners and identify their own learning targets. Their achievements were celebrated through displays and in their learning folders. Responsibility was fostered through roles such as the daily snack helper and taking part in tidy up time.

Children were able to access the outdoor area throughout the session and were making use of the opportunity of an extremely wet day to explore a very large puddle in the playground. The mud kitchen was being re-developed and there were planting and growing areas in the nursery garden. The primary 1 - 3 teacher was supporting staff with outdoor learning using her forest schools training. The children were engaged with the whole school in the 'Polli:Nation' project to help bees by increasing the diversity of planting in the community.

Links with school events helped the transition process for children and more regular visits to the early years class were planned. Weekly visits from the early years class teacher meant the children were already familiar and relaxed with her. To provide challenge and raise attainment, the nursery was planning to make more use of the outdoor classroom next term. As the children built up resilience they would be able to join in more activities with the P 1-3s. Children used the school hall and took part in school concerts and fundraising events throughout the year.

Information was shared with parents through displays, learning journals, a whiteboard in the entrance and weekly Dojo updates, as well as informal discussions. Parents were invited to Stay and Play sessions and to share interests and skills. Words-up information posters and leaflets were displayed for parents to help them understand ways of helping children's language development at home.

Along with the early years teacher, staff were involved in self assessment and evaluation of the nursery and were keen to put into practice training on new guidance. They were part of a nursery cluster group to discuss ways of improving outcomes and share practice with other nurseries. They were well supported through weekly visits from the P 1 - 3 teacher, regular meetings with the head teacher and termly visits from the Highland Early Years Education Support Officer.

## What the service could do better

Staff should communicate learning intentions more effectively to parents to assist them to recognise the benefit of the activities available in the nursery. In particular the benefits of outdoor play and learning was often not fully recognised by parents. In the questionnaires one parent commented they would like more information about daily activities. The whiteboard could be used more effectively to provide daily updates of activities and learning.

Children's mark making should be further encouraged in displays and floor books to help build up early literacy skills and increase children's interest and fine motor skills in preparation for developing letter writing. More opportunities to celebrate and emphasise the importance of children's creativity should be taken and this should include giving them a more active role in planning and organising of the floor books and displays.

Staff did try and encourage independence and self help skills and this could be extended by involving children more in risk assessing activities and areas. Children can then be given responsibility for helping to create

and use risk checklists prior to outdoor activities or going on walks. This helps children to learn about keeping themselves safe both in and out of nursery.

The staff were planning to use their technologies training to provide opportunities for children to explore items such as plugs, wires and keyboards and were gathering resources to have a technologies table. As with the numeracy resources, it is important that resources can be used in a variety of contexts throughout the nursery, including the outdoor areas.

With assistance from the P1 - 3 teacher, the nursery staff have started evaluating themselves against the quality indicators in How Good is our Early Learning and Childcare. They should continue to assess themselves against these quality indicators and gain feedback from parents and children to evidence and support their findings. The nursery was already incorporated into the school improvement plan, although the head teacher was intending to make the nursery action points more explicit in the next plan.

## 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	
6 Nov 2014	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
17 Nov 2011	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed

Date	Type	Gradings	
25 Sep 2009	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

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

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.