

Milton Primary School Nursery Day Care of Children

Mercat Centre
Milton Primary School
Munro Crescent
Milton
Invergordon
IV18 0PX

Telephone: 01862 842537

Type of inspection: Unannounced
Inspection completed on: 8 February 2018

Service provided by:
Highland Council

Service provider number:
SP2003001693

Care service number:
CS2003017247

About the service

This service has been registered since April 2002 and is registered to provide a service to a maximum of 24 children aged three years to those attending primary school. The care service will operate Monday to Friday. Staffing ratios as stated in the National Care Standards – Early Education and Childcare up to the age of 16 must be maintained at all times.

Milton Primary School Nursery is a day care of children service operated by Highland Council, and is situated in the village of Milton, near Invergordon. The accommodation used by the nursery is situated within the community wing of the school building. There is direct access to a large secure outdoor area and a local wooded area. The nursery also has access to the school facilities, including the gym hall.

The service aims include:

- Provide a safe, happy, well-resourced environment for preschool children.
- To support the child's development towards becoming successful learners, confident individuals, responsible citizens and effective contributors.
- Provide a broad range of appropriate experiences for children through play activities in line with the early level of the curriculum.

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. These are often referred to as the SHANARRI wellbeing indicators.

What people told us

There were 12 children present at the time of the inspection. The Primary 1 class joined the nursery children for part of the session. Throughout the visit all of the children were actively engaged in their play and were very confident as they used the different areas of the nursery indoors and outdoors.

We spoke to all of the children throughout the inspection. Their comments included:

"I can write my name, I know my letters".

"You can come and play outside with us; we have lots to do...I like looking for the birds".

"I know how to fix the chair, I can do it by myself, it's really difficult, but I can do it".

"It's good at nursery, we get to play with our friends and see Primary 1 too".

"I like playing with my friends, we get to have fun and play outside and inside".

"This is my folder, this is me cleaning my teeth and painting and this in the woods, where we go to play",

"We can build a hut and read a story in it, will you help us because it's too high for us to reach".

"We like getting the stories outside, we can have it under the cover in our tent".

"We get to have snack and I can spread this myself, we tidy up after snack too".

We spoke with two parents during the inspection who spoke very positively about the service provided and about the staff. One particularly liked how staff always kept them fully informed about their children's learning and development and how they made them and their child feel welcome. They spoke about being included within the whole school and being able to join the nursery for a sing-a-long session. We received 12 completed

questionnaires from parents, who all told us they agreed or strongly agreed that they were happy with the service their child receives.

Comments from the questionnaires and discussions with the parents include:

- "I'm very happy with the staff and the head teacher who is very approachable and lovely".
- "It's really awesome, everyone's included and it has whole community involvement".
- "Children get the support and engagement they need and they are more socially advanced".
- "The team are truly caring about the psychological and health and wellbeing of each child, and the children are so content and calm; I'm very impressed".
- "One day a week we come in early and look through learning journeys, and we can stay for the sing-a-long and stay to the end of the session if we want".
- "You can be a butterfly in this environment, appear fragile but be nurtured and cared for so you can grow".
- "We are already preparing from the transition to Primary 1, which is great to ensure there is a smooth journey and everyone feels confident".
- "My child is very happy, it's a very good environment and it's very good for my child".
- "My child is always happy and the staff and head teacher are very good".
- "Whole school goes out of their way for every single child".
- "Staff know my child and how to support them, they listen to what I say and share information that is child centred".
- "Staff are always friendly, welcoming and professional".
- "...I have been very impressed with the way the transition is handled; working alongside the current P1 class for some activities helps the nursery children build confidence".
- "I am confident the staff will help my child have the best start possible to school life".
- "I am more than happy with the care my child received...he loves coming here and the staff show care, and respect for him at all times".
- "Sometime it seems a bit too busy and some children need a bit of extra help, more staff would be good so everybody gets the help they need when they need it".
- "I would like to see more information about the nursery on the blog as my child doesn't always say what they have been doing".

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 systems. These identified the services priorities for improvement and development and detailed 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	6 - Excellent
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

During the inspection we considered the quality of care and support, from the evidence gathered during our inspection we evaluated this theme as excellent. We also looked at the quality of the staffing which we evaluated as very good.

The nursery environment provides a welcoming, friendly and comfortable atmosphere for children and their families. Very positive and nurturing relationships between the staff and children were evident throughout the inspection. We saw they worked hard to provide a very inclusive environment, enabling all parents and children to have a voice and be included in developing the service.

Staff supported children to be respectful of their peers, role modelling positive behaviour, whilst encouraging children to be responsible for their own behaviour. They provided lots of encouragement and praise, celebrating children's achievements and involvement whilst building their confidence and determination.

Staff were clear about their roles and responsibilities for keeping children safe, protected and supported them well to understand risks. They had attended refresher training in child protection and were knowledgeable about the service procedures.

Transition between nursery and primary was very well supported. A programme of joint activities between nursery and Primary 1 was in place and nursery children participated in school life to help further enhance their learning opportunities and build relationships. Parents commented positively about the transition programme and how successful this approach was for enabling their children to move into school smoothly.

There was evidence to show how the children's voice is listened to and their interests taken into account. This was reflected in the topic of 'weather' the children had been learning about and how this had expanded into new ideas and learning, including bird watching. Children were supported very well to think creatively and solve problems independently, such as putting together a deck chair. Staff made use of extended questions to supporting children's learning and experiences, with a particular focus on numeracy and literacy as they were involved in their play activities. They provided extensive opportunities for energetic active play through regular use of the adjacent woods, and daily free flow to the well resourced outdoor play area.

The children took pride in sharing their learning as they discussed their learning journeys and explained what they had been doing and what they know. The children could access their learning journeys independently and parents commented positively about viewing their children's development information. There was a clear connection between children's interest, ideas, learning and next steps; and children were actively involved in deciding and understanding what they wanted to know about. Floor books and a thinking wall were used very well as visual aids to support involvement and discussion with the children about their chosen areas of interest.

All nursery staff were appropriately qualified to carry out their roles, and were registered with the Scottish Social Services Council (SSSC). As a team they were keen to maintain and develop their skills and knowledge, and had attended training to support this. They spoke enthusiastically about how this impacted on the development of the service.

Trusting relationships were established between staff and children; with children being confident approaching staff for help and reassurance throughout the session. Staff actively listened to what children had to say and responded appropriately, such as supporting sharing and taking turns when playing outdoors.

Staff were professional and motivated, and as a whole school team they worked hard to develop positive and respectful working relationships. They were reflective practitioners and were keen to continue developing the service to best meet the needs of the children and the community.

What the service could do better

Within the parental questionnaire, three parents indicated that they did not agree the service always had enough staff. This was also commented on by a parent spoken with during the inspection. Overall, they praised the quality of the staff, however, stated that an additional member of staff would enhance the service further. The head teacher advised us this had been identified and recruitment of an additional member of staff was progressing. We agreed this would be a positive step towards more focused attention for children who require some additional support.

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	
15 Jan 2015	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good
7 Dec 2011	Announced (short notice)	Care and support	4 - Good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	4 - Good
18 Jan 2011	Announced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good

Date	Type	Gradings	
		Management and leadership	3 - Adequate
21 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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